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ABSTRACT

This report is the fourth of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The role of school administrators in program evaluation and the purposes of program evaluation form the content of this four-part report. Part 1 establishes the context for program evaluation within a discussion of the purposes and principles of evaluation. Part 2 focuses on planning program evaluation. In this section, program evaluation design and selection procedures are considered. Part 3 offers guidelines for step-by-step program evaluation. These steps include establishing the environmental context of the evaluation, determining data gathering techniques and methods for evaluating educational programs, and reporting evaluation results. Part 4 discusses the use of evaluations as "report cards" for schools. Appendix A contains "Sample Non-Standard Assessment Instruments", or parts thereof, extracted from a variety of books, journals, and evaluation reports. Appendix B displays "Samples of Ways To Display Data". (JAM)

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CULTIVATING EXCELLENCE

A Curriculum for Excellence in School Administration

IV. Program Evaluation for School Improvement

By

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PROGRAM EVALUATION FOR SCHOOL IMPROVEMENT

PART I. The Context

Program Evaluation: The Concept

Today's sound and fury regarding accountability might suggest that educational program evaluation is a recent phenomenon. Not so! As Madaus (1983, pp. 3-22) points out, systematic assessment of the effectiveness of schooling has been attempted repeatedly for more than 150 years. For the past 50 years the call for appropriate indicators of school effectiveness has been heard loud and clear, both from within the profession and outside it.

School administrators who ignore this call for evaluation are both politically inept and professionally deficient.

What is this thing we call program evaluation? Most simply and directly put, to evaluate something, whether it be an educational program or a new treatment for AIDS, is to determine its value. But there is more to the matter. Numerous authors have concocted their own definition of the term. As it turns out, however, this multitude of definitions are but variations on a theme. So, for working purposes, let us be guided by the definition offered by Patton (1982, pp. 33-37):

The practice of evaluation involves the systematic collection of information about the activities, characteristics, and outcomes of programs, personnel, and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs, personnel, or products are doing and affecting.

Note, then, that program evaluation emphasizes (a) the systematic collection of information about (b) any of a range of topics (c) for use

by specific people (d) for a variety of purposes. Evaluation is disciplined inquiry.

Purposes of Program Evaluation

From the viewpoint of the school administrator, what are the purposes of program evaluations? In just what ways are program evaluations of use to the typical school administrator? How can program evaluations be useful to YOU? Let me count the ways!!

Program evaluations will allow you:

- (1) To ASSESS NEEDS, programmatic and otherwise.
- (2) To gain a better UNDERSTANDING of what a program is intended to accomplish, what methods it uses, what results it is producing.
- (3) To JUDGE whether a program's OBJECTIVES are important, are of merit, are attainable, are relevant to those persons served by the program.
- (4) To determine whether the RESOURCES for a program are adequate.
- (5) To determine whether the program is IMPLEMENTED as intended, and where CHANGES are needed.
- (6) To determine PROGRAM IMPACT, including both intended results and unanticipated side effects, good or bad.
- (7) To maintain ACCOUNTABILITY for effective use of resources.
- (8) To INFORM all stakeholders, faculty, staff, school board members, and citizens regarding the performance of their schools.

Put in a nutshell, the purpose of evaluation is to make your school system a self-renewing organization. In a particularly penetrating book, Wildawsky (1979, p. 213) states the purpose quite elegantly:

The ideal organization would be self-evaluating. It would continuously monitor its own activities so as to determine how well it was meeting its objectives or even whether these objectives should continue to prevail. When evaluation suggested that a change in objectives or programs to achieve them was desirable, these proposals would be taken seriously by top decision-makers who would institute changes without vested interest in continuing current activities. Instead they would steadily pursue new alternatives to better serve desired outcomes.

A Few Principles to Hold in Mind

Good school administration is a shared enterprise. There are many players on the "educational team," and all must be involved in planning, doing, and monitoring the work of that team. What would this mean in your situation? Before reading further, list the guiding principles that shape the process of program evaluation in your school system.

Compare your list of guiding principles with that provided by DeRoche (1987), pp. 8-9):

- (1) Evaluation should help clarify the school's goals and objectives and the extent to which these are being accomplished.
- (2) Evaluation is a cooperative, team function and should be seen in a positive, optimistic way.
- (3) Evaluation should be an ongoing, continuing process.
- (4) Performance evaluation should be required of all school personnel.
- (5) Performance evaluation should be honest, open, and free from threats.
- (6) Evaluation should contribute to the improvement of attitudes, relationships, and morale.

- (7) Program and performance improvement should be the major purpose of a school's plans for evaluation.
- (8) Time, assistance, training, and an appropriate budget should be provided to each school for evaluation purposes.
- (9) Evaluation should help school personnel develop short- and long-range plans.
- (10) Evaluation should contribute to program and behavior changes.
- (11) Self-evaluation strategies should be an integral part of any school evaluation plan.
- (12) External evaluation plans (accrediting agencies) should contribute to and help with internal evaluation plans.
- (13) Evaluation should be a humane process designed to determine the strengths and weaknesses of programs and personnel.
- (14) Through the evaluation process teachers, parents, students, and citizens should be able to clarify and understand objectives and programs of the school.
- (15) The evaluation process should promote a positive attitude toward self-appraisal and self-improvement.
- (16) The evaluation program should provide opportunities for school personnel to diagnose difficulties, strengthen existing programs, and establish pilot programs or projects to test new approaches.
- (17) Evaluation should be a process that will help teachers and learners determine the extent to which each has been successful in the teaching-learning process.

- (18) Evaluation should encourage a team effort, a cooperative spirit, and a feeling by the community that we are all accountable for the education of our young people.

PART II. Planning an Evaluation

Focusing an Evaluation

The focus of an evaluation will determine the optimum evaluation design. In very general terms, evaluations usually focus on one of two broad interests.

Most frequently, the general public is interested in evaluations that focus on "the bottom line." Evaluations that report results, outcomes, amount of improvement in some indicators of school success. Such evaluations are called summative evaluations.

For administrators, and especially for the staff involved in a particular program, interest often is directed toward information that describes how the program is going. The focus now is on whether the program is being implemented correctly, whether the responsible professionals have the necessary knowledge and skill, whether the resources are adequate, what have been the results to date, and so forth. Emphasis is on "process variables" rather than on product or output. Such evaluations are called formative evaluations.

It should take only a moment's reflection to recognize that both approaches have important contributions to make. Thoughtful administrators will find occasions to use each with considerable benefit.

Design Considerations

Among evaluation professionals, there now are more models for conducting evaluations than the practicing school administrator wants (or needs) to hear about. For example, Madaus (1983) describes 13 types of evaluation models and Popham (1975) describes four broad categories of evaluations, with numerous specific models in each category--a process Popham cheerfully calls "model muddling." For our purposes, this is enough said about the elaborations concocted by evaluation specialists.

What more useful discussion of design might help the practicing administrator avoid the labyrinth of the specialist, yet become at least a competent amateur at the business of evaluation?

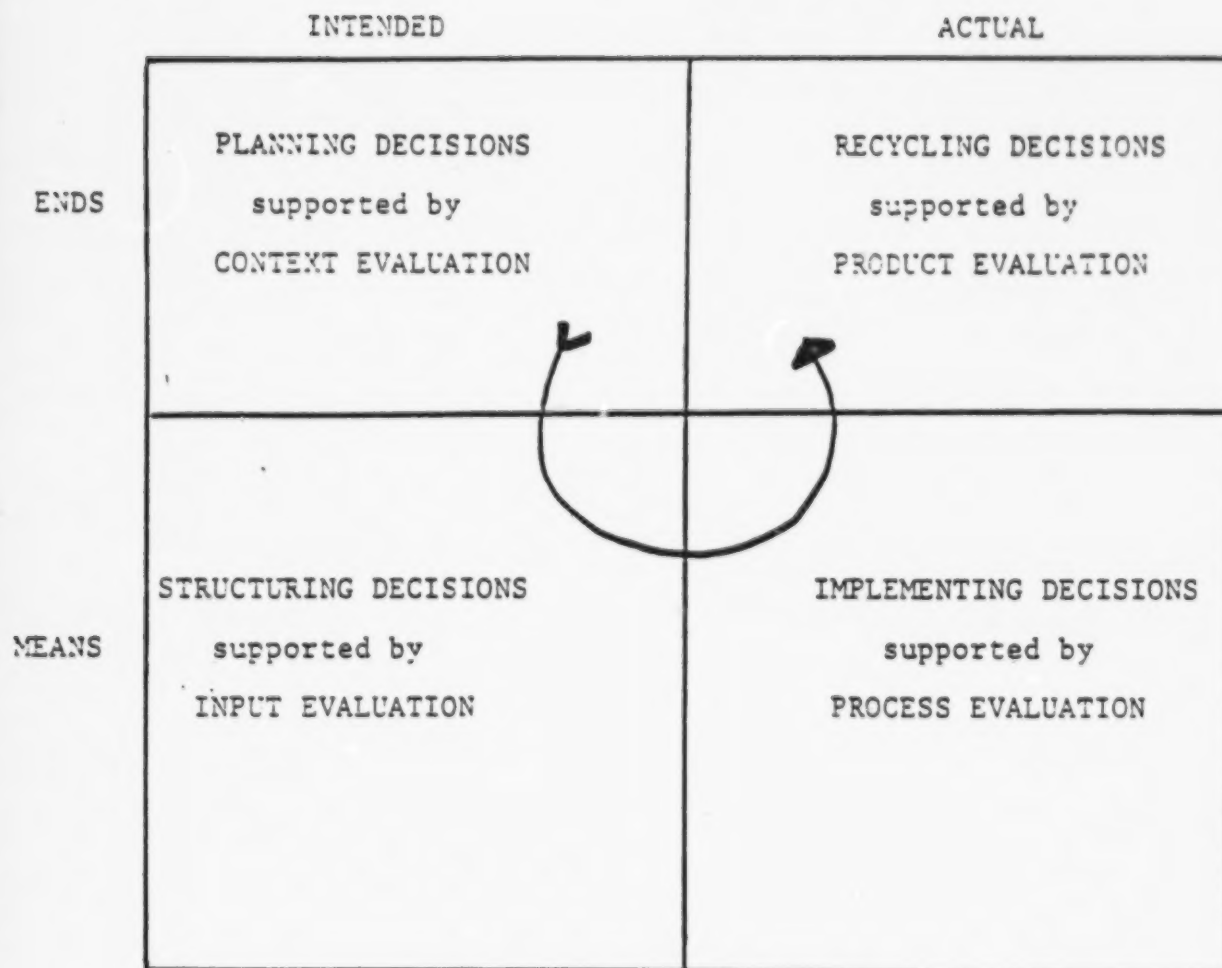
Stecher and Davis (1987) suggest five major approaches to evaluation. Five approaches are enough to meet our needs.

- (1) The traditional experimental approach is derived from the hard sciences. It entails random samples, comparison groups, pre and post testing, and similar experimental controls designed to assure conclusions that are fully dependable. The weakness of this approach is the difficulty of arranging rigorous experimental conditions in the real world of public education. Sometimes these conditions can be approximated; rarely are they met completely. For a thorough discussion of this approach see Campbell and Stanley (1966). Evaluation designs with this particular focus are described in detail by Fitz-Gibbon and Morris (1987).
- (2) The goal oriented approach uses the specific goals and objectives of the program as the criteria for judging program

effectiveness. This approach works best when evaluating programs that have been designed and developed in systematic fashion. When the program's goals, objectives, activities, and services are clearly defined, it is reasonable to base evaluation of that program on measurements of the extent to which these have been accomplished. Historically, this approach began with Tyler (1942). A more recent discussion by Tyler appears in Madaus (1983, pp. 67-78).

- (3) The decision-focused approach places emphasis on the information needs of program managers. As a program moves from its inception to implementation to modification, there are key decision points. At different stages the information needs of the decision-makers will differ. This approach to evaluation seeks to respond to these changing information needs. Stufflebeam's CIPP model (Context, Input, Process, Product) is perhaps the best description of a decision-focused evaluation design. The Stufflebeam chapter in Madaus (1983, pp. 117-142) presents the model in sufficient detail. Schematically, the model is depicted on the following two pages.
- (4) The user-oriented approach has gained attention largely because many evaluation studies simply collect dust on bookshelves. Often the results are hardly used. Hence, there are those who emphasize that evaluations must be handled as a sort of partnership that involves the prospective users in both planning and doing the evaluation. For school administrators this suggests that an evaluation done for the school board, for

CIPP MODEL

TYPES OF DECISIONS AND EVALUATIONS

CIPP MODEL

	CONTEXT EVALUATION	INPUT EVALUATION	PROCESS EVALUATION	PRODUCT EVALUATION
OBJECTIVE	To define the <i>operating context</i> , to identify and assess <i>needs</i> and <i>opportunities</i> in the context, and to diagnose <i>problems</i> underlying the <i>needs</i> and <i>opportunities</i> .	To identify and assess <i>system capabilities</i> , available input <i>strategies</i> and designs for implementing the strategies.	To identify or predict, in process, <i>defects</i> in the procedural design or its implementation, to provide information for the preprogrammed decisions, and to maintain a record of <i>procedural events</i> and <i>activities</i> .	To relate <i>outcome information</i> to objectives and to context, input, and process information.
METHOD	By describing the context, by comparing actual and intended inputs and outputs, by comparing probable and possible system performance, and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions, and describing the actual process.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcomes in terms of recorded context, input and process information.
RELATION TO DECISION- MAKING IN THE CHANGE PROCESS	For deciding upon the <i>setting</i> to be served, the <i>goals</i> associated with meeting needs or using opportunities, and the <i>objectives</i> associated with solving problems i.e., for <i>planning</i> needed changes.	For selecting <i>sources of support</i> , solution strategies and procedural designs, i.e., for <i>structuring</i> change activities. —	For <i>implementing</i> and <i>refining</i> the <i>program design</i> and <i>procedure</i> , i.e., for effecting process control.	For deciding to <i>continue</i> , <i>terminate</i> , <i>modify</i> , or <i>refocus</i> a change activity, and for linking the activity to other major phases of the change process, i.e., for recycling change activities.

example, should involve the board members as fully as possible at every step. This approach diminishes emphasis on "the final report" and places emphasis on constant involvement, communication, and situational responsiveness. Patton (1982, 1986) is a vigorous advocate of this approach.

- (5) A fifth approach might be called the naturalistic approach.

Here emphasis is placed on understanding the varying points of view of all who have some stake in the program. Rather than attempting to produce a single answer regarding program effectiveness, the evaluation seeks to portray the program's effects from the multiple perspectives of various stakeholders. The intent is to describe and interpret the multiple realities the program represents in the eyes of the different parties affected by the program. Qualitative techniques will be used. The evaluation draws out the concerns, issues, problems, and perceptions that are important to staff, participants, managers, supporters, and opponents. Ideally, this evaluation process generates increased levels of unified and mutual understanding of the program under review. The reader should note that this approach to program evaluation is dramatically different from the more traditional, formally structured approaches. A persuasive advocacy of this approach is offered by Lincoln and Guba (1985). And a splendid example of this mode of evaluation is Lightfoot's (1983) study of several high schools.



Selecting an Appropriate Evaluation Procedure

Given this array of possibilities, how is a school administrator to select the best approach for use in that administrator's situation?

Two concerns will determine that selection. First, what is being evaluated? Second, what is the reason for doing the evaluation?

What is being evaluated? Possible candidates for evaluation are almost unlimited. One might evaluate outcomes (for example, the effectiveness of a vocational education program, a program for gifted learners, or a new reading program); one might evaluate particular procedures (for example, a procedure for orienting transfer students, your staff development practices, or parent-teacher conferences); or one might evaluate "inputs" (for example, instructional media resources, the physical facilities, or the qualifications of the professional staff). Your approach to evaluating a given activity will, necessarily, be partly dependent on the nature of the activity.

What is the reason for doing the evaluation? Clarifying the purposes is critical. The evaluation plan must be shaped toward meeting those purposes. Clearly, the evaluation process to be used in preparation for a school accreditation decision is quite different from the evaluation process for determining whether a sex education program is

appropriate and effective. Equally clearly, a formative evaluation to determine whether that sex education program is being implemented as planned is a different matter from determining whether that program has achieved its stated purposes.

Nonetheless, within this diversity of evaluation purposes and designs, there is a thread of uniformity. Regardless of the focus of the evaluation, there is a set of steps that almost always will guide local evaluation activities. One formulation of these steps, adapted from Brinkerhoff and others (1983), usually will suffice, and appears in the next section.

Note that this approach suggests five basic steps (design decisions). It provides a sequence of steps that, when thought through with care, will give coherence and consistency to the evaluation. For those who take seriously the injunction to involve all stakeholders, this "thinking through" will also mean "talking out" these steps with all parties that have a reasonable level of concern or involvement.

Bear in mind that more complex evaluations will require considerable development of this rather simple and streamlined guideline.

PART III. Guideline for Doing a Program Evaluation

Establishing the Context of the Evaluation (Step One)

- (1) Describe exactly what is to be evaluated.

Who is involved?

What are the goals, objectives?

What activities and resources are involved?

(2) Identify the audiences that have interest in the evaluation.

Who are the sponsors?
 Who planned and introduced the program being evaluated?
 Who are the critics?
 Who requested the evaluation?
 Who makes the decisions based on the evaluation results?
 How are these various audiences to be involved in the evaluation?

(3) Clarify the purposes of the evaluation.

Is this to identify needs, establish goals?
 Is this to determine the adequacy of a program? To compare two or more programs?
 Is this to assure adequate implementation of a new program?
 Is this to determine program outcomes? To determine whether program goals have been met?
 Is this to judge whether the benefits justify the costs? To judge whether a program is to continue, to be modified? To be terminated?
 How will the evaluation plan be shaped by the purposes of the evaluation?

(4) What constraints and problems do you foresee?

Is there political interest in the evaluation?
 Does the professional staff understand and support the evaluation plan?
 How well established is the program under review?
 What legal considerations are relevant?
 Are there sufficient resources to do the evaluation properly?

Clarifying the Evaluation Questions through Analysis and Consultation
 (Step Two)

What questions do you want answered by the evaluation?
 What sub-questions help spell out significant details?
 Why are these questions important ones to answer?
 What questions do others want to have answered by the evaluation?
 Are these questions feasible to answer, given the situation?
 What makes these questions important?

Gathering Evaluation Data (Step Three)

What array of data will best respond to the questions that represent the focus of the evaluation? (Data gathering can encompass a tremendous variety of techniques. See the next section.)
 To what extent can existing data be used?
 How can data gathering procedures be varied significantly to provide more than one perspective with respect to significant findings, thus improving the validity of the conclusions?

How can you best balance the need for thorough and comprehensive data with the need for efficiency and minimum disruption of the program?

How can you make sure that there is no sampling bias as you collect evaluation data?

Data Gathering Techniques and Methods for Evaluating Educational Programs

(1) Standardized Measures of Cognitive Skills

Standardized achievement and ability tests provide information regarding the attainment of knowledge, understanding, critical skills, and the ability to apply these. Most are norm-referenced. Selecting appropriate tests from the many available can be expedited by using bibliographies that describe many of the commercially available tests. References such as Buros (1985), Mitchell (1983), Johnson (1977), and McGrail (1987) can be of considerable help in choosing standard tests. For a review of tests to assess higher order thinking skills, see Arter and Salmon (1987).

(2) Standardized Measures of Affective Attributes

Standardized inventories, observation scales, and tests yield measures of adjustment, attitudes, interests, and appreciations. Again, there are test bibliographies that will help you locate appropriate instruments. Lake (1973), Henerson (1987, 39-56) or Keyser and Sweetland (1987). Artur (1987) reviews instruments for assessing school climate.

(3) Non-Standardized Tests (locally prepared or appearing in literature)

Many evaluations use locally developed instruments—usually questionnaires, interview schedules, rating scales, or semantic differential instruments. Frequently professional journals and

books will describe instruments used for a particular evaluation study. Often these can be adapted to fit the evaluation you are doing. One especially good source of such instruments is the book by DeRoche (1987). Appendix A provides a variety of examples of such "home-made" instruments.

(4) Indirect Indicators of Program Effects

Do not overlook the usefulness of data that, although not collected specifically for an evaluation, could contribute significantly to the evaluation findings. Examples would be attendance records, tardiness, disciplinary referrals, honors and special recognition, program choices, grades, leisure time activities, elected positions, library usage, parent participation, frequency of parent complaints, newspaper coverage or editorial opinions, letters-to-the-editor, etc. For an excellent discussion of indirect measures, see Webb (1966).

Analyzing and Interpreting Data (Step Four)

Has the quantitative data been organized in manageable form by using appropriate descriptive statistics (mean, median, range, percentiles, standard deviation, etc.)?

What criteria are to be used to judge whether the outcomes are at the desired level?

What is gained by presenting test results using standard scores such as grade equivalents, normal curve equivalent scores, or stanines? Comparability of results? Ease of understanding data summaries?

How can the audiences who will use the evaluation participate in the process of interpretation of the findings?

What patterns are evident in the qualitative data resulting from interviews, observations, and document analysis? (See Lincoln and Guba (1985) and Patton (1987) for further discussion of qualitative analysis.

What different types of evidence can be used to support a given evaluation finding? (For example, evidence of student learning could be documented by a combination of standardized test scores,

teacher grades, and a portfolio of relevant work by each student. This process is called "triangulation" and it is a very important way to add credibility to any evaluation.)

What have you done to assure that the analysis of the data is rigorous, systematic, and unbiased?

If specialists in statistics do complex technical analysis, do you have a reasonable grasp of such procedures? (For a good, non-technical discussion, see Jaeger [1983].)

Reporting Evaluation Results (Step Five)

How can you use every communication dealing with the progress of a program or with findings regarding the results of that program as a means of preparing audiences for the final report?

What techniques are best for presenting the evaluative data in compact and understandable form? (See Appendix B for examples of graphic and tabular displays of data.)

What recommendations are consistent with the evaluation results?

Who is responsible for carrying out the recommendations?

Who will monitor the implementation of the recommended actions?

(Note that some indicators used are subject to "corruption."

That is, it may be possible to develop the appearance of progress even though nothing has changed. For example, teachers' grades may be inflated, thus giving an illusion of greater academic achievement when there has been none.)

PART IV. Evaluations as "Report Cards"

Administrators now are under pressure to develop some type of "report card" that summarizes how effectively the schools are doing their job. One prominent example of this is the now famous "Wall Chart" issued annually by the Secretary of the U. S. Department of Education. The advantages and the weaknesses of this product have been widely discussed. Probably its most notable defect is that it encourages people to compare apples and oranges.

Several states now have initiated more balanced and more useful reports. For example, the following two pages are from a report compiled by the Rhode Island Department of Education (1988). Note especially that if one chooses to compare two communities (Pawtucket and Lincoln in the examples given), one has information on more than the

PAWTUCKET

17

EDUCATION OUTCOMES

COMMUNITY CONTEXT

POLICIES AND PRACTICES

TEST SCORES	NATIONAL TEST (Percentiles)				STATE TEST (Scale Score)		STATE TEST (% Correct)				COMPENSATORY EDUCATION (Scale Score Gains) Mixed Grades	SAT TEST (49% of Seniors)	
	GRADES	3	6	8	10	3	3	6	8	10		ALL STUDENTS	COLLEGE BOUND
Basic Skills													
Reading	57	52	43	45							7		
Mathematics	57	54	44	49							16	427	438
Language	57	53	44	44							--		
Writing						4							
Verbal												381	389
Total Test	58	53	43	46								808	827
Health							67	66	54	58			
Fitness	(Available 1989)												
GRADUATION RATE (Available 1989)							ATTENDANCE RATE (Available 1989)						

STUDENTS			RESOURCES	
	Number	Percent		
Public	8311	76	Median Family Income	\$17,407
Non-Public	2672	24	Per Capita Income	9,511
TOTAL	10983		Property Value Per Pupil	\$100,670.88
Vocational-Technical			Municipal Tax Rate (Equalized)	\$31.5
Area Schools (Grades 10-12)	350	22.7	Local Education Revenues	21.2
High Schools (Grades 11-12)	246	25.7	(as % of Per Capita Income)	
Special Education	1276	15.2	Percent Free or Reduced Price Lunches	37
Limited-English Proficient	478	5.7	REVENUES FOR EDUCATION	
Compensatory Education	1219	14.7	Local	\$16,335,678
Gifted/Talented (State Supported)	340	4.1	State	18,333,473
Minority	1393	16.8	Federal	1,717,973
Adults Completing High School	22401	49.8	TOTAL	\$36,387,124
(Adult Population)				

APPROVALS

Basic Education Program: YES
 Membership in New England Association of Schools and Colleges (High Schools): YES

INSTRUCTION

Pupil-Teacher Ratios (Available 1989)
 Elementary Resource/Itinerant (K-6)
 All Secondary Resource/Itinerant (7-12)
 Secondary Core Courses

Graduation Requirements: Total Units Needed Exceed State Requirements for College Bound: YES
 Total Units Needed Exceed State Requirements for Career Bound: YES

EXPENDITURES

	TOTAL	COST PER PUPIL (Full Time Equivalent)
All Programs	\$37,816,040	\$4,662
General Instruction	19,889,566	2,452
Instructional and Administrative Support	2,785,945	356
Non-Instructional Services to Students	845,490	108
Facilities Management	3,602,438	461
Annual Debt Payments	869,130	107
Transportation	1,121,644	626
Special Programs		
Vocational-Technical Area Schools	1,220,994	7,133
Special Education	5,538,801	10,255
Limited-English Proficient	958,216	5,199
Compensatory Education	910,593	-----
Gifted/Talented	73,223	-----
Instructional Materials (Per Pupil - Three Year Average)		\$70

Publication 1988

LINCOLN

TEST SCORES	NATIONAL TEST				STATE TEST	STATE TEST				COMPENSATORY	SAT TEST	
	(Percentiles)				(Scale Score)	(% Correct)				EDUCATION	(57% of Seniors)	
GRADES	3	6	8	10	3	3	6	8	10	(Scale Score Gains)	ALL	COLLEGE
										Mixed Grades	STUDENTS	BOUND
Basic Skills												
Reading	76	73	72	59						7		
Mathematics	75	76	74	62						--	520	521
Language	81	73	67	55						--		
Writing					5							
Verbal											464	466
Total Test	79	76	73	60							984	987
Health						74	72	68	60			
Fitness	(Available 1989)											
GRADUATION RATE	(Available 1989)					ATTENDANCE RATE (Available 1989)						

STUDENTS			RESOURCES	
	Number	Percent		
Public	2494	93	Median Family Income	\$22,140
Non-Public	194	7	Per Capita Income	12,000
TOTAL	2688		Property Value Per Pupil	\$208,835.00
Vocational-Technical			Municipal Tax Rate (Equalized)	\$18.00
Area Schools (Grades 10-12)	25	4.0	Local Education Revenues	26.00
High Schools (Grades 11-12)	142	35.5	(as % of Per Capita Income)	
Special Education	317	12.5	Percent Free or Reduced Price Lunches	8
Limited-English Proficient	15	.6		
Compensatory Education	105	4.3	REVENUES FOR EDUCATION	
Gifted/Talented (State Supported)	82	3.3	Local	\$8,337,926
Minority	81	3.3	State	3,105,938
Adults Completing High School	1107	64.6	Federal	165,400
(Adult Population)			TOTAL	\$11,609,264

APPROVALS

Basic Education Program: YES
 Membership in New England Association of Schools and Colleges (High Schools): YES

INSTRUCTION

Pupil-Teacher Ratios (Available 1989)
 Elementary Resource/Itinerant (K-6)
 All Secondary Resource/Itinerant (7-12)
 Secondary Core Courses
 Graduation Requirements: Total Units Needed Exceed State Requirements for College Bound: YES
 Total Units Needed Exceed State Requirements for Career Bound: YES

EXPENDITURES

	TOTAL	COST PER PUPIL (Full Time Equivalent)
All Programs	\$11,472,254	\$4,598
General Instruction	6,852,689	2,806
Instructional and Administrative Support	953,640	395
Non-Instructional Services to Students	210,170	87
Facilities Management	1,455,590	503
Annual Debt Payments	131,425	54
Transportation	619,524	306
Special Programs		
Vocational-Technical Area Schools	100,167	8169
Special Education	1,072,301	10,856
Limited-English Proficient	15,365	6,173
Compensatory Education	0	-----
Gifted/Talented	61,383	-----
Instructional Materials (Per Pupil - Three Year Average)		\$89

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education outcomes. If one examines the data on "Community Context" and "Policies and Practices," it is relatively easy to explain the tremendous differences in school outcomes between the two communities.

Appendix B includes the complete "report card" for the 1987-1988 school year for one School Administrative Unit in Maine (Auburn, ME).

An even more comprehensive "school report card" is the one prepared by the West Linn (Oregon) High School. This report offers data regarding a wide range of indicators. It presents the public with a comprehensive, yet compact, summary of the school's output. The information included in that report, printed on both sides of a colorful brochure (about 11 x 15") is as follows:

- (1) A brief "Dear Friends" letter from the Principal explaining the purpose of the report and inviting comments (written in August).

- (2) SCHOOL GOALS

- (a) A review of the previously announced school goals for the year just ended.
 - (b) A statement of the school goals proposed for the coming school year.

- (3) NEW COURSES

A brief description of each course added to the school curriculum.

- (4) GRADUATION

A report of the numbers who received diplomas or "certificates of competency."

(5) GRADUATION REQUIREMENTS

A summary of the graduation requirements set by the State and by the school.

(6) COURSE ENROLLMENTS BY DISCIPLINE

A listing of total number and percent of the student body enrolled in each subject field. (Percents may exceed 100 because some students take multiple courses in one department.)

(7) ATTENDANCE

A review of current attendance policy and a straightforward discussion of attendance problems not yet resolved.

(8) SAT TESTS

A three-way comparison of SAT results showing average scores for West Linn, for Oregon, and for the nation.

(9) CAT TESTS

A graphic display of CAT Test scores comparing West Linn with national norms for Grades 9 and 11. Scores for each subtest are presented with a very brief written explanation.

(10) FOLLOW-UP STUDY OF GRADUATES

A typical summary indicating the percent of graduates of a year ago attending four-year colleges, community colleges, vocational or technical schools, in the military, etc.

(11) LEARNING CENTER

A short summary of special education programs and numbers of students involved.

(12) INVOLVEMENT IN ATHLETICS

A listing of all athletic activities available and numbers of students participating. Championships also are noted.

(13) INVOLVEMENT IN MUSIC

A listing of the various musical groups and the number of students participating.

(14) INVOLVEMENT IN THEATRE

A listing of plays presented, number in cast, and number in stage crew for each play and for the total year.

(15) STUDENT HONORS

Each student listed by name and the honor(s) received.

(16) PRESENTATIONS BY STAFF

Each staff member listed by name with the nature and setting for each presentation indicated.

(17) STAFF DEVELOPMENT

Descriptions of each staff development activity and the number of staff who participated.

Another example of a broadly based report card is that prepared for schools participating in the New Hampshire School Improvement Project, being conducted by the New Hampshire Alliance for Effective Schools. In a process designed to produce a "School Effectiveness Profile," some ten areas (listed below) are examined, each in the context of current research on school effectiveness. The profile presents a summary of the school's current condition with respect to:

- (1) Program and Student Outcomes
- (2) Instructional Practices

- (3) School and Classroom Climate
- (4) Staff Competences, Attitudes and Relationships
- (5) Community Involvement and Support
- (6) The School Program
- (7) Parent Participation
- (8) Philosophies, Policies and Procedures
- (9) Resources
- (10) Leadership

In its monograph, the New Hampshire Alliance for Effective Schools (1988) arrays these ten areas to depict graphically that Program and Student Outcomes are the central manifestation of school effectiveness. In the next circle are the areas that impact most directly on outcomes. In the outer circle are the areas that are very important but somewhat more indirectly related to school outcomes. Assessments of these ten areas are based on data gathered from interviews, surveys, test results, school records of attendance, drop-out, graduation rates, and school grades plus a review of policy documents, curriculum guides and personal policies, all supplemented by on-site observations. A full description of the process appears in the aforementioned monograph of The New Hampshire Alliance for Effective Schools (1988).

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APPENDIX A

SAMPLE NON-STANDARD ASSESSMENT INSTRUMENTS

Note: Often it is far easier to modify data gathering instruments that are printed in books, journals, and evaluation reports.

TABLE I
LIMESTONE SCHOOLS

School(s) my children attend:

Damon _____
Town _____
Jr.Sr.High _____

PARENT OPINION SURVEY, SPRING 1983

Responses = 327

(Numbers shown are percent responding with corresponding choice.)

This survey is part of the current Evaluation Study of the Limestone School System. Thank you for taking a few minutes to complete this questionnaire. Please put a circle around the letter that expresses your opinion for each statement, and return the survey to the school tomorrow or mail it to CEFS, Morrill Hall, UNH, Durham, N.H. 03824.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion or Not Applicable
1. There seems to be a good relationship between most students and teachers in our school.	7.8	73.0	11.0	2.8	5.3
2. I get adequate information about the progress of my child at school.	13.3	52.3	26.6	6.8	0.9
3. Parents have too little opportunity to influence decisions made in the school.	17.8	31.7	32.0	7.4	11.1
4. Academic standards and educational requirements are too demanding at our school.	0.9	6.2	60.9	29.8	2.2
5. I am well satisfied with the education my child receives at the school.	8.4	47.4	29.1	13.9	1.2
6. Discipline in our school is fair and reasonable.	8.4	63.2	16.1	6.5	5.9
7. I get the necessary information about the educational programs and activities available for my child at the school.	7.8	58.1	23.6	6.2	4.3
8. The teachers are competent.	9.6	59.2	17.2	3.5	10.5
9. The school helps teach children to be responsible citizens.	6.8	63.0	18.0	4.0	8.1
10. Breaking up the school year for the potato harvest should continue.	17.4	23.0	18.0	30.4	11.2

Table I Cont.
Limestone Schools
Parent Opinion Survey
Page 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion or Not Applicable
11. The extra-curricular activities program is sufficient for the students in our school.	8.7	54.8	19.6	8.1	8.7
12. The counseling and guidance services are helpful to my child.	6.5	40.8	17.8	10.3	24.6
13. My child does not get enough homework to do.	8.5	21.2	56.0	9.2	5.1
14. Students from the Air Base and the town often have trouble getting along with one another.	10.7	18.2	41.7	10.3	19.1
15. Our school program suffers because there is too much friction between the teachers and the school administration.	20.4	25.4	26.3	2.5	25.4
16. It is easy to make an appointment to see the administrators at our school.	8.8	50.0	11.9	4.7	24.7
17. It is easy to make an appointment to see teachers at our school.	14.6	66.4	9.7	2.5	6.9
18. School programs for handicapped children are not adequate.	8.2	15.4	14.8	1.9	59.7
19. Our teachers seem to have the right materials, lab equipment, and teaching supplies.	2.8	44.2	24.0	14.6	14.3
20. My child receives good instruction in "the basics" (reading, writing, and arithmetic).	10.3	59.6	19.7	8.2	2.2
21. Not enough is done at school for children with unusual talent.	17.1	29.0	13.1	1.6	39.3

Table I Cont.
Limestone Schools
Parent Opinion Survey
Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion or Not Applicable
22. Overall, the school's curriculum is of high quality.	4.7	48.4	26.4	10.7	9.7
23. The improvements I wish to see in our school will require a significant increase in the school budget.	11.0	25.8	35.2	3.5	24.5
24. Our school needs much better educational leadership.	17.7	28.9	28.3	3.5	21.5
25. My child gets all the personal help and individual attention he/she needs at school.	7.2	47.3	33.5	7.5	4.4
26. High school students should have longer class periods because teachers cannot get enough done in a forty-minute class period.	16.3	17.8	26.6	5.6	33.8
27. We need a greater variety of courses at Limestone High School.	20.0	26.9	15.0	0.9	37.2
28. There are subjects I wish my child could take that are not offered.	17.4	33.1	16.7	2.2	30.6
29. I am very impressed with the education my child receives in the Limestone schools.	6.6	33.6	36.8	13.5	9.4
30. Most people in Limestone are quite satisfied with the education given in the Limestone schools.	6.3	32.2	18.6	9.8	33.1
31. I think Limestone schools are better than other schools in this area.	8.5	15.8	28.1	16.7	30.9
32. Please give us your suggestions on how the Limestone schools could save money without reducing the current quality and scope of its school programs and services.					

Table 2

Comparison of Graduation Requirements and Required Subjects

School	English	Math	Science	Soc. Studies	Phys. Ed.	Health
Limestone 16 cr. & PE 18 to 20	4 years	1 year	2 years (1 yr. biol.)	2 years U. S. History	$\frac{1}{2}$ cr. per year	
Caribou 18 cr. & PE	4 years			1 yr. U.S. Hist. 1 yr. addn'l to Incl. <u>Civics</u> or Govt.	$\frac{1}{2}$ cr. soph. $\frac{1}{2}$ cr. Junior	$\frac{1}{2}$ credit
Brewer grad. req. not in P. of S. of St.					$\frac{1}{2}$ cr. fresh. $\frac{1}{2}$ cr. soph.	
Brunswick 19 cr.	4 years	1 year	1 yr. biology	1 yr. U.S. Hist. (gr. 11) 1 yr. <u>Am. Govt.</u> (gr. 9)	$\frac{1}{2}$ cr. fresh $\frac{1}{2}$ cr. soph $\frac{1}{2}$ cr. Junior	$\frac{1}{8}$ cr. fresh.
21 cr. (1985) Cape Elizabeth 18 cr. (1983)	4 years	3 years	2 years	2 years (1 yr. U.S. Hist.) 1 yr. other	8 qtrs. to com- plete by end of Junior year	
Madawaska 18 cr. & PE	4 years	2 years	1 yr. biol.	1 yr. U.S. Hist. + 1 yr. other + 1 yr. Intr. to SS	$\frac{3}{4}$ cr.	$\frac{1}{2}$ cr.
Traip 17 cr.	4 years	Combination of 4 years Bookkeeping I & II will satisfy requirements		1 yr. U.S. Hist. + 1 yr. other	$\frac{1}{2}$ cr. per year	$\frac{1}{2}$ cr.
Winslow 15 cr. + 1 cr. PE	4 years	1 cr.	1 cr. or Home Ec. 2 cr.	3 credits (Soc. St. section not in Prog. of St.)	$\frac{1}{2}$ cr. per year	
Millinocket 16 cr. + PE.	4 years	1 year	1 yr. biology	1 yr. U.S. Hist. $\frac{1}{2}$ yr. <u>Govt.</u>	Taken 9th, 10th, 11th grades (6 sem.)	1 yr. (9th grade)

Table 7

Quartile Distribution of November 1982 Test Scores
 Limestone Junior-Senior High School, Grade 11, SRA Achievement Series, ITED
 (Scores reported as national quartiles)

Quartile	Educational Ability	Reading	Lang. Arts	Mathematics	Soc. St.	Science
Upper Quarter	18	16	21	16	14	13
Second Quarter	25	21	23	24	18	19
Third Quarter	17	26	16	19	27	19
Lower Quarter	15	12	15	16	16	24
TOTAL	75	75	75	75	75	75

Grade 11, September 1980

Quartile	Educational Ability	Reading	Lang. Arts	Mathematics	Soc. St.	Science
Upper Quarter	28	32	29	27	32	30
Second Quarter	32	29	27	32	21	23
Third Quarter	19	27	30	19	32	28
Lower Quarter	29	20	22	30	23	27
TOTAL	108	108	108	108	108	108

Sample Page From Connecticut School Effectiveness Questionnaire

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. This school is a safe and secure place to work.....A	B	C	D	E	
2. In reading, written, sequential objectives exist up through all grades.....A	B	C	D	E	
3. In this school low-achieving students present more discipline problems than other students.....A	B	C	D	E	
4. Most problems facing this school can be solved by the principal and faculty without a great deal of outside help.....A	B	C	D	E	
5. Most students in this school are eager and enthusiastic about learning.....A	B	C	D	E	
6. The principal makes several formal classroom observations each year.....A	B	C	D	E	
7. Discussions with the principal often result in some aspect of improved instructional practice.....A	B	C	D	E	
8. The physical condition of this school building is generally unpleasant and unkempt.....A	B	C	D	E	
9. Most parents would rate this school as superior.....A	B	C	D	E	
10. The principal reviews and interprets test results with and for the faculty.....A	B	C	D	E	
11. School-wide objectives are the focal point of reading instruction in this school.....A	B	C	D	E	
12. In reading, initial skill instruction is often presented to a heterogeneous group of students.....A	B	C	D	E	
13. Instructional issues are seldom the focus of faculty meetings.....A	B	C	D	E	
14. Pull out programs (e.g. Chapter I, Special Ed., Gifted, etc.) often disrupt and interfere with basic skills instruction.....A	B	C	D	E	
15. Mathematics objectives are <u>not</u> coordinated and monitored up through all grades in this school.....A	B	C	D	E	
16. The principal uses test results to recommend modifications or changes in the instructional program...A	B	C	D	E	

SAMPLE PAGE FROM THE CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW

CLEAR SCHOOL MISSION

There is a clearly-articulated mission for the school through which the staff shares an understanding of, and a commitment to instructional goals, priorities, assessment procedures and accountability.

Is there a written statement of purpose for this school that guides the instructional program?

There is no agreed upon, written statement of purpose.

A written statement exists, but it has little influence on the instructional program.

A statement does exist. A few general instructional decisions are guided by this statement.

A statement of purpose has been developed by the faculty and administration of this school. Many instructional decisions are related to this statement.

The statement of purpose or mission is the driving force behind most important school decisions.

In the area of Reading, is there a set of written, sequential objectives in this school up through all grades? (Listen for more than existence. Are they coordinated and monitored?)

There is not a set of sequential objectives.

There are a number of basal series in use and each has its own objectives. Basal series provide a general framework for instruction.

Objectives are identified as part of one basal series. The basal provides a general framework.

Specific objectives exist. Objectives are more than a general framework.

Specific objectives exist through all grades. The program is based on these objectives.

A CRITICAL-THINKING SCALE

Name of student:

DIRECTIONS:

The following items describe certain kinds of behavior associated with the skill we often call "critical thinking." A careful rating of a student on each item will give an index of his or her critical-thinking skill.

The ratings should represent your best estimate of the student's typical, day-in-and-day-out behavior. Do not rate a person according to his or her performance in one unique or spectacular situation. To help obtain ratings which represent typical behavior, it is requested that no ratings be prepared until at least one week after you receive this rating blank.

For each of the items you are to place a check (✓) at the point on the scale which seems best to describe the person being rated.

1. Ability to recognize a problem.

/	/	/	/	/
Rarely notices any sort of problem	Identifies only superficial problems	Notices obvious problems; overlooks subtle ones	Maintains questioning attitude; is intelligently curious	Has penetrating mind; consistently identifies problems

2. Tendency to stick to a problem.

/	/	/	/	/
No capacity for a sustained attack on most problems	Many problems not held clearly in mind; wanders, introduces irrelevant ideas	Solves average problem efficiently	Is persevering; is reluctant to leave a problem without completing it	Is unusually persistent in all problem-solving efforts

3. Tendency to be rational.

/	/	/	/	/
Is gullible; easily swayed by own beliefs, values, prejudices	Makes clear effort to be rational; is hampered by limited intellectual ability	Attacks most problems in rational, objective manner; troubled by highly controversial issues	Regularly attacks all problems in a logical manner	Is unusually adept at logical analysis; attacks all types of problems in a logical manner

4. Ability to clarify a problem.

/	/	/	/	/
Does not attempt to make a problem specific, precise, definite	Usually unable to select and clarify key ideas	Usually grasps central idea in ordinary problems	Detects and clarifies central ideas even in complicated problems	Consistently locates and clarifies very obscure points

5. Ability to attack a problem in a flexible and original manner.

/	/	/	/	/
Abandons problem after one attempt to solve	Relies on steady plodding, shows little ingenuity	Shows average resourcefulness	Has only occasional trouble suggesting new, effective ways to attack problems	Is highly imaginative; displays unusual ingenuity

6. Awareness of need for evidence, for facts.

/	/	/	/	/
Feels "one opinion is as good as another"	Rarely presents or demands any sort of supporting evidence	Generally seeks the facts of the situation	Regularly seeks evidence; is a good judge of reliable and pertinent data	Consistently bases conclusions on all facts, properly evaluated

7. Ability to draw accurate conclusions.

/	/	/	/	/
Often reaches conclusions contrary to the known facts	Does not interpret data carefully; draws unjustified conclusions	Usually forms acceptable conclusions	Regularly forms acceptable conclusions after sound analysis of all facts	Competently organizes and interprets even complicated data, notices obscure inferences

8. Willingness to suspend judgment.

/	/	/	/	/
Jumps to conclusions	Considers alternate solutions only very superficially	Usually makes reasonable choice among obvious alternatives	Critically examines most possibilities	Reaches decisions only after a careful analysis of all available data

Manchester's Education, The Next Decade
Manchester School District
Business/Industry Survey

This survey is part of a study being conducted by the Manchester School District. Thank you for taking a few minutes to complete the questionnaire. Please put a circle around the letter that expresses your opinion for each statement.

	Strongly Agree	Agree	Dis- agree	Strongly Disagree	No Opinion
1. The quality of education provided by the Manchester School District is excellent.	A	B	C	D	E
2. Students in the Manchester School District should be taught					
a. Basic Skills	A	B	C	D	E
b. Values/Ethics	A	B	C	D	E
c. Communication Skills	A	B	C	D	E
d. Problem solving Skills	A	B	C	D	E
3. The Manchester Schools are teaching students to be responsible citizens.	A	B	C	D	E
4. Manchester Schools effectively combat					
a. Alcohol abuse	A	B	C	D	E
b. Drug abuse	A	B	C	D	E
5. Manchester Schools should provide instruction before the 9th grade for					
a. AIDS Education	A	B	C	D	E
b. Teenage pregnancy	A	B	C	D	E
6. The Manchester Schools should provide					
a. Before school care	A	B	C	D	E
b. After school care	A	B	C	D	E
c. An extended school year	A	B	C	D	E
7. Business/Industry would financially assist in the implementation of before/after school programs (latchkey).	A	B	C	D	E
8. Educational Leadership in the Manchester School District is excellent					
a. Principals	A	B	C	D	E
b. Central Admin. Office	A	B	C	D	E
c. School Board	A	B	C	D	E
9. The Manchester Public Schools encourage parent participation					
a. In grades K-6	A	B	C	D	E
b. In grades 7-12	A	B	C	D	E

10. The Manchester Board of School Committee should maintain complete fiscal autonomy over the General Education Budget, including the bottom line (total) for the Manchester School District.

A B C D E

11. Manchester Schools and Local Business/Industry should encourage student interaction in the community by promoting:

a. Volunteerism	A	B	C	D	E
b. Summer Community Internships	A	B	C	D	E
c. Guest speakers	A	B	C	D	E

12. Manchester Taxpayers would pay more taxes to improve the quality of education in Manchester.

A B C D E

13. A breakfast program should be available for students in grades K-6.

A B C D E

14. Teachers/Administrators employ effective techniques to deter at-risk students from leaving school before high school graduation.

A B C D E

15. The Manchester School District clearly communicates school goals, priorities, and expectations to parents and the community.

A B C D E

16. Students in the Manchester School District graduate with the ability to read, write, and compute.

A B C D E

17. Students are adequately prepared to function in a global society.

A B C D E

18. NH State Government adequately supports the costs of local education.

A B C D E

19. Manchester Schools are keeping pace with technology.

A B C D E

20. What one issue do you feel would improve the quality of education in the Manchester School District.

21. What do you think is the biggest problem with which the Manchester School District must deal?

SCHOOL
IMPROVEMENT
PROGRAM

PARENT SURVEY

Sample Items from Elementary and Secondary Versions

Your child's school is participating in the New Hampshire School Improvement Program, which will help make the school more effective. Parent input is an important part of this process.

The purpose of this survey is to find out what you think about your child's school. Please use the following scale to express your opinion about the extent to which the various items are true about the school:

- | | |
|-------------------|----------------------------|
| 5 - Almost Always | 2 - Seldom |
| 4 - Frequently | 1 - Almost Never |
| 3 - Sometimes | DK - Don't Know/No Opinion |

Your responses will remain confidential. Only total parent responses will be summarized.

Please try to complete the survey in the next two weeks and mail it in the attached postage-paid envelope.

District

School

This instrument is part of the Assessment System of the New Hampshire School Improvement Model developed by the Center for Resource Management, Inc., Hampton, NH, for the New Hampshire Alliance for Effective Schools. All rights reserved.

Please use the following ratings to express your opinion about your child's school.

5 - Almost Always
4 - Frequently
3 - Sometimes

2 - Seldom
1 - Almost Never
DK - Don't Know/No Opinion

J26.1	My child is satisfied with his/her program.	5	4	3	2	1	DK
J29.1	My child is satisfied with how he/she is treated by school staff.	5	4	3	2	1	DK
J29.2	My child feels accepted by classmates.	5	4	3	2	1	DK
J35.	I am satisfied with the school program.	5	4	3	2	1	DK
J36.	I am satisfied with my child's progress and achievement in this school.	5	4	3	2	1	DK
J40.1	I am satisfied with school policies.	5	4	3	2	1	DK
J42.	I am comfortable about expressing my concerns and ideas to school personnel.	5	4	3	2	1	DK
I believe that as a result of the school program:							
J13.	students develop effective skills in areas such as:						
J13.1	solving problems;	5	4	3	2	1	DK
J13.2	making sound decisions;	5	4	3	2	1	DK
J13.3	communicating ideas, needs, and feelings effectively through speaking and writing;	5	4	3	2	1	DK
J13.4	thinking and reading critically;	5	4	3	2	1	DK
J13.5	expressing themselves creatively;	5	4	3	2	1	DK
J13.7	understanding the consequences of their actions;	5	4	3	2	1	DK
J13.8	developing healthy and satisfying interpersonal relationships;	5	4	3	2	1	DK
J14.	working and studying productively, including managing time and completing tasks.	5	4	3	2	1	DK
B1.	There are sufficient funds available to carry out the school program.	5	4	3	2	1	DK
B7.	There are enough classroom teachers.	5	4	3	2	1	DK
E1.	School staff emphasize the importance and value of learning.	5	4	3	2	1	DK
E3.	School staff are enthusiastic about teaching.	5	4	3	2	1	DK

E7.1	Teachers set expectations for students that are both challenging and realistic.	5	4	3	2	1	DK
E12.	Teachers are in control of their classrooms.	5	4	3	2	1	DK
D1.	Class sizes are small enough for students to get the help they need.	5	4	3	2	1	DK
H1.	The school provides opportunities for parents to participate in school activities.	5	4	3	2	1	DK
H3.	School staff actively seek parent participation.	5	4	3	2	1	DK
H8.	The school responds promptly to parent requests.	5	4	3	2	1	DK
H12.2	School staff seek parent views about problems and what might be causing them.	5	4	3	2	1	DK
H15.	School staff treat parents with respect.	5	4	3	2	1	DK
H21.	I actively assist with my child's education.	5	4	3	2	1	DK
H22.	I am active in school activities.	5	4	3	2	1	DK
G2.	The school emphasizes learning and quality instruction.	5	4	3	2	1	DK
G4.	School and classroom environments are safe for people and property.	5	4	3	2	1	DK
G13.	Discipline is fair and consistent. It is based on behavior rather than personality.	5	4	3	2	1	DK
The Superintendent:							
F49.	contributes to a positive view of the school among community members.	5	4	3	2	1	DK
The Principal:							
F2.	clearly communicates school goals, priorities, and expectations to parents and the community;	5	4	3	2	1	DK
F14.	establishes and maintains a supportive and orderly environment;	5	4	3	2	1	DK

Assessing Rules and Regulations

Directions: This questionnaire is designed to find out how you feel about school rules and regulations. Please circle the number that represents how you feel.

School _____ Grade _____ Room _____

	<i>No Opinion</i>	<i>Definitely</i>	<i>Sometimes</i>	<i>Not at All</i>
1. This school has rules and regulations everyone must follow.	1	2	3	4
2. This school has rules and regulations most students should follow.	1	2	3	4
3. Students have very little to say about the rules and regulations established for this school.	1	2	3	4
4. Rules and regulations are well understood by the students.	1	2	3	4
5. Parents generally support the rules and regulations of this school.	1	2	3	4
6. Teachers are understanding in carrying out the rules and regulations of this school.	1	2	3	4
7. Students should be punished or disciplined for breaking the school's rules and regulations.	1	2	3	4
8. The rules and regulations are applied to all students fairly and consistently.	1	2	3	4
9. There should be class discussions on the rationale for rules and regulations.	1	2	3	4
10. Please indicate below which rules and regulations you feel should be revised or discussed.	1	2	3	4

FIGURE 2-5
Student Questionnaire Concerning School Rules

(DeRoche, 1987)

Student Evaluation of Instructional Materials

School: _____ Grade or subject: _____
 Date: _____

Directions: We would like your opinion of the use and value of instructional materials provided by this school for this year only. Please check the appropriate space after careful thought.

Material	Frequency of Use					Value		
	Often	Very Often	Sometimes	Seldom	Never	Absolutely Necessary	Useful, Not Necessary	Could Do Without It
1. Textbooks	☐	☐	☐	☐	☐	☐	☐	☐
2. Workbooks	☐	☐	☐	☐	☐	☐	☐	☐
3. Supplementary books	☐	☐	☐	☐	☐	☐	☐	☐
4. Reference books, encyclopedias	☐	☐	☐	☐	☐	☐	☐	☐
5. Duplicated materials	☐	☐	☐	☐	☐	☐	☐	☐
6. Newspapers and magazines	☐	☐	☐	☐	☐	☐	☐	☐
7. Models and mockups	☐	☐	☐	☐	☐	☐	☐	☐
8. Chalkboard materials	☐	☐	☐	☐	☐	☐	☐	☐
9. Drawing and construction materials	☐	☐	☐	☐	☐	☐	☐	☐
10. Television programs	☐	☐	☐	☐	☐	☐	☐	☐
11. Radio programs	☐	☐	☐	☐	☐	☐	☐	☐
12. Motion picture films (16mm)	☐	☐	☐	☐	☐	☐	☐	☐
13. 8mm film loops (single concept)	☐	☐	☐	☐	☐	☐	☐	☐
14. Overhead transparencies	☐	☐	☐	☐	☐	☐	☐	☐
15. Videotapes	☐	☐	☐	☐	☐	☐	☐	☐
16. Recordings	☐	☐	☐	☐	☐	☐	☐	☐
17. Programmed materials (self-instruction)	☐	☐	☐	☐	☐	☐	☐	☐
18. Pictures, drawings, and paintings	☐	☐	☐	☐	☐	☐	☐	☐
19. Slides	☐	☐	☐	☐	☐	☐	☐	☐
20. Filmstrips	☐	☐	☐	☐	☐	☐	☐	☐
21. Maps, charts, graphs	☐	☐	☐	☐	☐	☐	☐	☐
22. Posters, cartoons	☐	☐	☐	☐	☐	☐	☐	☐
23. Others (Specify)	☐	☐	☐	☐	☐	☐	☐	☐

FIGURE 5-7
 Survey of Use and Value of Instructional Materials

(DeRoche, 1987)

Evaluating the Effectiveness of Pupil Personnel Services and Personnel

Directions: Circle the number that represents your feelings. The scale ranges from 5 (yes, definitely) to 0 (no, not at all).

A. Are Services Comprehensive?

1. Do the programs include counseling and guidance services, social and psychological services, health and welfare services? 5 4 3 2 1 0
2. Are the objectives for each service stated in writing? 5 4 3 2 1 0
3. Is the budget adequate to support each service? 5 4 3 2 1 0
4. Do the services attempt to help teachers work with students of differing abilities, talents, needs, and problems? 5 4 3 2 1 0
5. Do the services include opportunities for individual, small-group, and large-group counseling? 5 4 3 2 1 0
6. Do the services provide students and others with educational, vocational, and other appropriate information? 5 4 3 2 1 0
7. Do the services provide studies (descriptive, experimental, longitudinal, short-term) of school clientele? 5 4 3 2 1 0

B. Are Services Accessible?

1. Are services available to all students in the school? 5 4 3 2 1 0
2. Are services offered by appointment only? 5 4 3 2 1 0
3. Are services available without an appointment? 5 4 3 2 1 0
4. Can students, parents, and teachers review records and reports with a minimum of "red-tape"? 5 4 3 2 1 0
5. Do physical facilities promote the accessibility and use of the services? 5 4 3 2 1 0
6. Are services available to parents and teachers at times convenient to them? 5 4 3 2 1 0
7. Can students visit service centers/areas unannounced and use information or seek consultation? 5 4 3 2 1 0
8. Are students informed about their assessment/evaluative data and encouraged to ask questions and discuss results? 5 4 3 2 1 0

C. Are Services Coordinated?

1. Do personnel in each service meet regularly to coordinate activities? 5 4 3 2 1 0
2. Is the organization and administration of the services such that they contribute to program effectiveness and efficiency? 5 4 3 2 1 0
3. Are classroom teachers provided opportunities to become actively involved in services provided students? 5 4 3 2 1 0
4. Are written policies concerning procedures, responsibilities, referrals, etc., available for each service? 5 4 3 2 1 0
5. Are student records comprehensive, reliable, and coordinated among the services? 5 4 3 2 1 0
6. Are duplicative and repetitive data, record collection, and storage minimized? 5 4 3 2 1 0
7. Do all services insure confidentiality of student records and reports? 5 4 3 2 1 0

FIGURE 7-1
Evaluation of Services

D. Are Services Continuous?

- | | |
|--|-------------|
| 1. Is the budget adequate to support each service each year? | 5 4 3 2 1 0 |
| 2. Are there sufficient supplies and equipment for continuous delivery of each service? | 5 4 3 2 1 0 |
| 3. Do service personnel meet with teachers and administrators regularly to inform them of students with special needs, problems, etc.? | 5 4 3 2 1 0 |
| 4. Are records and reports maintained in a way that is easily retrievable and accessible? | 5 4 3 2 1 0 |
| 5. Are student records and reports regularly reviewed for planning assistance to students? | 5 4 3 2 1 0 |

E. Are Services Evaluated?

- | | |
|--|-------------|
| 1. Are committees formed to evaluate each service? | 5 4 3 2 1 0 |
| 2. Are services evaluated annually? | 5 4 3 2 1 0 |
| 3. Are service personnel evaluated annually? | 5 4 3 2 1 0 |
| 4. Is each service required to file an annual report? | 5 4 3 2 1 0 |
| 5. Are evaluative data used by each service area to plan improvements? | 5 4 3 2 1 0 |
| 6. Are evaluation plans developed from the objectives of each program? | 5 4 3 2 1 0 |

F. Are Services Personnel Qualified?

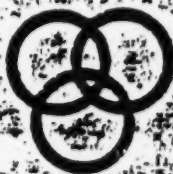
- | | |
|---|-------------|
| 1. Is leadership provided by personnel in each service? | 5 4 3 2 1 0 |
| 2. Are personnel in each service certified to carry out their tasks? | 5 4 3 2 1 0 |
| 3. Do personnel engage in activities to update their skills? | 5 4 3 2 1 0 |
| 4. Is there evidence of staff activity in continuing their education? | 5 4 3 2 1 0 |
| 5. Do personnel demonstrate skill and talent in carrying out their tasks? | 5 4 3 2 1 0 |

INDICATORS OF QUALITY SCHOOLS

INSTRUMENT TO ASSESS THE EDUCATIONAL QUALITY OF YOUR SCHOOL

COLORADO DEPARTMENT OF EDUCATION
School Improvement and Leadership Services Unit

May, 1982



Calvin M. Frazier, Commissioner of Education
201 E. Colfax Avenue
Denver, Colorado 80203

INDICATORS OF QUALITY SCHOOLS

4. HIGH EXPECTATIONS

An extremely important factor contributing to student achievement is that involving the expectations of teachers for quality student performance. Teachers who hold high but realistic expectations for students' find that students perform better, stay in school longer and attend more regularly. A student's confidence in his/her ability to learn may serve as a taproot for a number of positive, growth-producing behaviors which exert a powerful influence throughout life.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. THIS SCHOOL HAS HIGH EXPECTATIONS OF ACHIEVEMENT FOR ALL STUDENTS.

1. _____

- ___ a. High learning standards are communicated to all students and parents by administrators and teachers as an important goal in this school. _____
- ___ b. Teachers believe the instructional effectiveness of the school determines student achievement levels far more than family background or ethnicity. _____
- ___ c. Teachers expect high proportions of their students to do well on tests used in the district and on SAT or ACT Tests. _____
- ___ d. Teachers' expectations of students include clear goals for student achievement. _____
- ___ e. Teachers' expectations include students being instructed in an atmosphere of confidence that they can and will succeed. _____
- ___ f. When a student fails at a task, information regarding the cause of failure is used to help the student succeed. _____
- ___ g. Other evidence: _____

HIGH EXPECTATIONS (Cont.)

WHAT IS

IMPACT
POTENTIAL

2. TEACHERS GIVE REWARDS, PRAISE AND RECOGNITION TO STUDENTS FOR THEIR PERFORMANCE.

2. _____

- _____ a. There is ample use of rewards, praise and appreciation of all students. _____
- _____ b. The teaching staff takes opportunities to praise all pupils for success during instruction. _____
- _____ c. There are current displays of student work on bulletin boards, in halls and in learning areas. _____
- _____ d. Student projects are featured in school newspapers and/or newsletters. _____
- _____ e. Teachers treat students in ways which emphasize success and potential rather than those which focus on failures and shortcomings. _____
- _____ f. Low achieving students receive as much praise as high achievers. _____
- _____ g. The staff shares ideas for recognizing student performance. _____
- _____ h. Other evidence: _____

_____ Average score for High Expectations _____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

6. SCHOOL CLIMATE FACTORS

School climate may be defined as those qualities of the school, and of the people in the school, which affect people's attitudes, behaviors, and achievements. The following items have been designed to measure the extent to which selected climate factors (descriptors) and symptoms are perceived as being positive in the school.*

NOTE: The school climate category is different from the other Indicators of Quality Schools categories in that climate indicators are not practices. Instead the factors included are measures of the school's climate. If climate becomes a priority for school improvement, other assessments should be run to focus on which specific practices to improve.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. RESPECT.

1. _____

- ___ a. Students are respected regardless of their achievement level. _____
- ___ b. Teachers treat students as persons. _____
- ___ c. Parents are considered by this school as important collaborators. _____
- ___ d. Teachers from one subject area or grade level respect those from other subject areas. _____
- ___ e. Other evidence _____

2. TRUST.

2. _____

- ___ a. Students feel that teachers are "on their side". _____
- ___ b. While we don't always agree, we can share our concerns with each other openly. _____
- ___ c. Our principal is a good spokesperson before the superintendent and the board for our interests and needs. _____
- ___ d. Students can count on teachers to listen to their side of the story and to be fair. _____
- ___ e. Teachers trust students to use good judgment. _____
- ___ f. Other evidence _____

* Many of the items in this instrument were developed by Dr. Robert Fox for The CFK Ltd. School Climate Profile, published by Phi Delta Kappa's School Climate Improvement: A Challenge to the School Administrator, Bloomington, IN 1976.

SCHOOL CLIMATE FACTORS (Cont.)

WHAT IS

IMPACT
POTENTIAL

3. HIGH MORALE.

3. _____

- _____ a. This school makes students enthusiastic about learning.
- _____ b. Teachers feel pride in this school and in its students.
- _____ c. Teachers in this school are "out in front", seeking better ways of teaching and learning.
- _____ d. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.
- _____ e. I like working in this school.
- _____ f. Other evidence _____

4. COHESIVENESS.

4. _____

- _____ a. Students would rather attend this school than transfer to another.
- _____ b. There is a "we" spirit in this school.
- _____ c. Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension.
- _____ d. Differences between individuals and groups, both among faculty and students, are considered as contributing to the richness of the school, and are not seen as divisive influences.
- _____ e. New students and faculty members are made to feel welcome and part of the group.
- _____ f. Other evidence _____

5. CARING.

5. _____

- _____ a. There is someone in this school that I can always count on.
- _____ b. The principal really cares about students.
- _____ c. People in this school care about me as a person. They are concerned about more than just how well I perform my job at school as student, teacher, parent, etc..
- _____ d. School is a nice place because I feel wanted and needed here.
- _____ e. Most people at this school are kind.
- _____ f. Other evidence _____

CLIMATE FACTORS (Cont.)

WHAT IS

IMPACT
POTENTIAL

6. CONDITIONS IN THIS SCHOOL SUPPORT A PLEASANT AND COMFORTABLE ENVIRONMENT FOR STUDENTS.

6. _____

- ___ a. Students in this school are willing to approach the staff for advice or help. _____
- ___ b. Student perceive this school as a pleasant and rewarding place in which to work. _____
- ___ c. Students feel that administrators and staff understand and respond to their personal needs. _____
- ___ d. Students in this school would say that teachers are not hostile or authoritarian towards them. _____
- ___ e. There are opportunities for students to take positions of responsibility in this school and to participate in the running of their school lives. _____
- ___ f. There is a general expectation in this school that students will take care of their own property and the property of others. _____
- ___ g. Other evidence _____

7. SPECIFIC SYMPTOMS OR INDICATORS OF POSITIVE CLIMATE ARE GENERALLY HIGH.

7. _____

- ___ a. The daily attendance rate of students is high. _____
- ___ b. There are few failing grades. This indicates student mastery of material. _____
- ___ c. Disciplinary problems leading to suspensions are few. _____
- ___ d. Various student groups and cliques talk with one another and work together. _____
- ___ e. School events such as athletic contests, musical and dramatic events, and social events are well attended by the faculty and students. _____
- ___ f. The school drop-out rate is low. _____
- ___ g. Student involvement in the school's extra-curricular activities program is high. _____
- ___ h. The buildings and grounds are in good repair and show evidence of upkeep. _____
- ___ i. Vandalism is minimal and students and staff feel safe and secure in the buildings. _____
- ___ j. Other evidence: _____

____ Average score for School Climate Factors ____

INDICATORS OF QUALITY SCHOOLS

8. TIME ON TASK

Both the quality as well as the quantity of time on task are acknowledged to be important in improving student learning. While the research suggests, in general, that those areas of learning which provide engaged learning time will result in higher student achievement, the fact of individual student differences may suggest as well that scheduled time on task be flexible and responsive to widely varying needs of students. Appropriateness of the task itself in terms of its relationship to the student's level of intellectual development, his/her particular learning style and the learning objective(s) to be reached are elements which must be considered in assuring that optimal learning will result.

WHAT IS
The extent to which this practice/condition is present in your school.
0 = Is not present
1 = It is just beginning. It operates only on a very limited basis
2 = It is present and operating but only in certain programs or departments
3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL
The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.
0 = No impact potential for school effectiveness
1 = Very limited impact potential
2 = Some impact potential
3 = Very positive impact potential for school effectiveness

DEFINITIONS OF TERMS

ENGAGED TIME OR TIME-ON-TASK is the amount of instructional time that students spend actively involved in, or attending, to learning tasks.

HIGH RATE OF SUCCESS indicates that students are achieving their learning objectives between 60-90 percent of the time.

WHAT IS

IMPACT
POTENTIAL

- | | |
|--|----------|
| 1. THE AMOUNTS OF TIME ALL STUDENTS SPEND ENGAGED OR ON TASK IS HIGH (A MINIMUM OF 70% OF THE INSTRUCTIONAL PERIOD). | 1. _____ |
| a. Teachers diagnose which teaching techniques promote or detract from high rates of student engagement and success. | _____ |
| b. Teachers diagnose the engagement and success rates of low, middle and high achievers. | _____ |
| c. Teachers monitor engaged or on-task behavior during the instructional period and provide correctives where engaged and success rates are low. | _____ |
| d. Teachers have control of engaged or on-task time, including maximum time spent on tasks at a level at which students can perform with a high rate of success. | _____ |
| e. Students' scheduled time on-task is variable, based upon differences in their learning needs. | _____ |
| f. Students each day are engaged in learning tasks which bring success to them. | _____ |
| g. Other evidence: _____ | _____ |

TIME ON TASK (Cont.)

WHAT IS

IMPACT
POTENTIAL

- | | |
|--|---|
| <p>2. ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF ENFORCE A POLICY THAT NO ONE DISTURBS A TEACHER DURING INSTRUCTION.</p> <p>a. Disruptive noise levels in the hall are low.</p> <p>b. Attendance slips, lunch money collections and other administrative procedures are handled in an efficient, non-disruptive way.</p> <p>c. Announcements are handled so as to minimize disruptions.</p> <p>d. Arrangements for excusing students for special programming or counseling are handled smoothly so that unnecessary disruptions do not occur.</p> <p>e. Special events are planned to fit into and enhance the total instructional program.</p> <p>f. Other evidence:</p> | <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

Average score for Time on Task _____

Colorado Department of Education
May, 1982

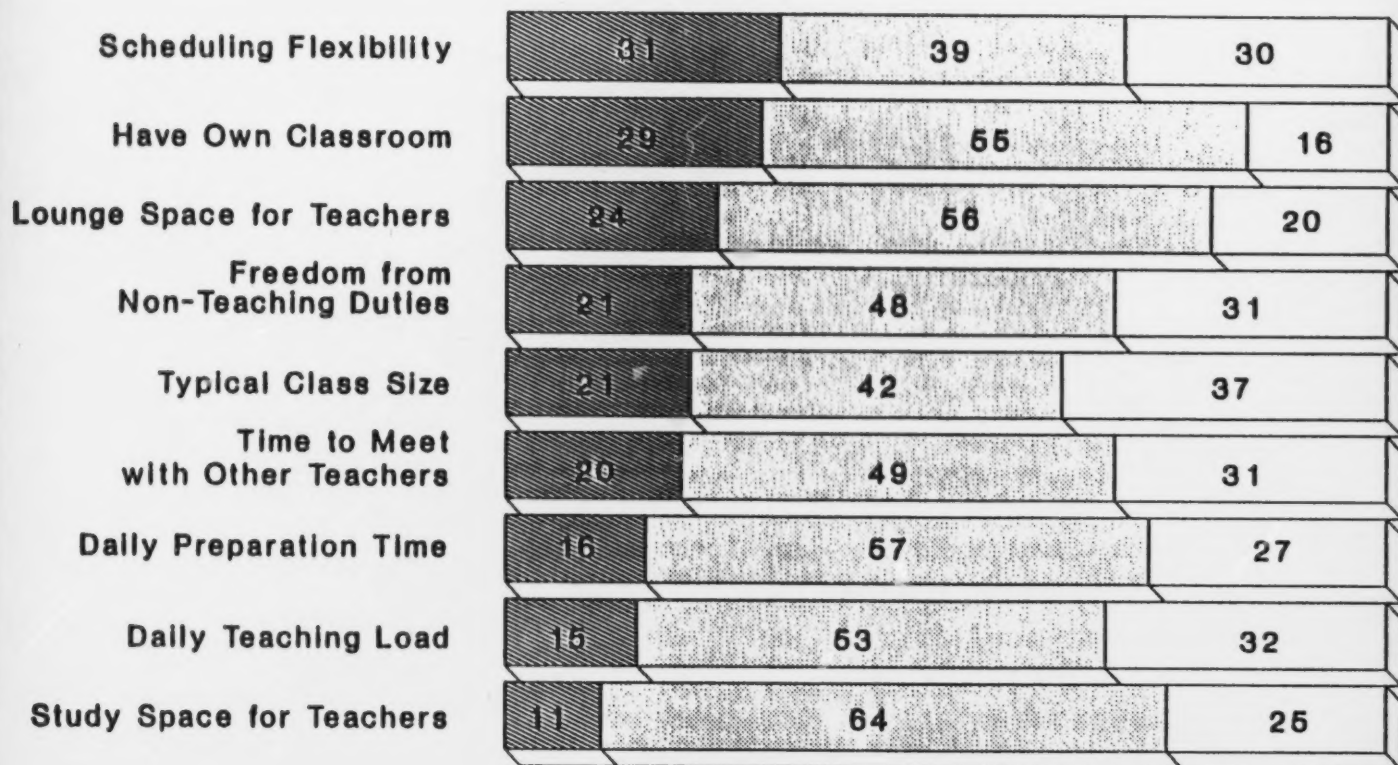
APPENDIX B.

SAMPLES OF WAYS TO DISPLAY DATA

Note: Data displays should be compact and self-evident.

WORKING CONDITIONS OF TEACHERS

How have the following working conditions of teachers changed at your school during the past five years?



(In percentages)

Better

No Change

Worse

**Sample Display of the Percentage of Staff Selecting
Each Response Choice For Each Question in the
Connecticut School Effectiveness Interview**

Item	1	2	3	4	5
31. Percentage expected to achieve mastery of basic skills	0-30% 10%	31-50% 10%	51-75% 10%	76-89% 55%	90-100% 15%
32. Perception of teacher responsibility for basic skills achievement	No particular responsibility 9%	Teachers are responsible for normal curve distribution 14%	Teachers are responsible for skills mastery according to individual expectancy levels 28%	Teachers are responsible for skills mastery for most students at grade level 33%	Teachers are responsible for skills mastery for all students at grade level 14%
33. Perception of relationship between home background and achievement	Home prime determinant. School has little impact 42%	Home has significant impact. School can make some difference for a few students 28%	Home has some influence. School can make difference for most students 23%	Most students can master most skills because of instruction despite home 4%	All students can master basic skills as a direct result of the instructional program 0%
34. Perception of teachers' expectations of student achievement	Low expectations in general 19%	Expectations are "realistic" based upon student characteristics 19%	Moderate for almost all teachers 28%	High for most teachers 28%	High expectations for almost all teachers 4%
35. Relationship between retention rate and low income	Only low income students are retained 15%	Many more low income students are retained than other students 38%	More low income children are retained but there has been improvement 7%	Approximately proportional numbers are retained 30%	Proportions are equivalent - students not mastering basic skills are retained 7%

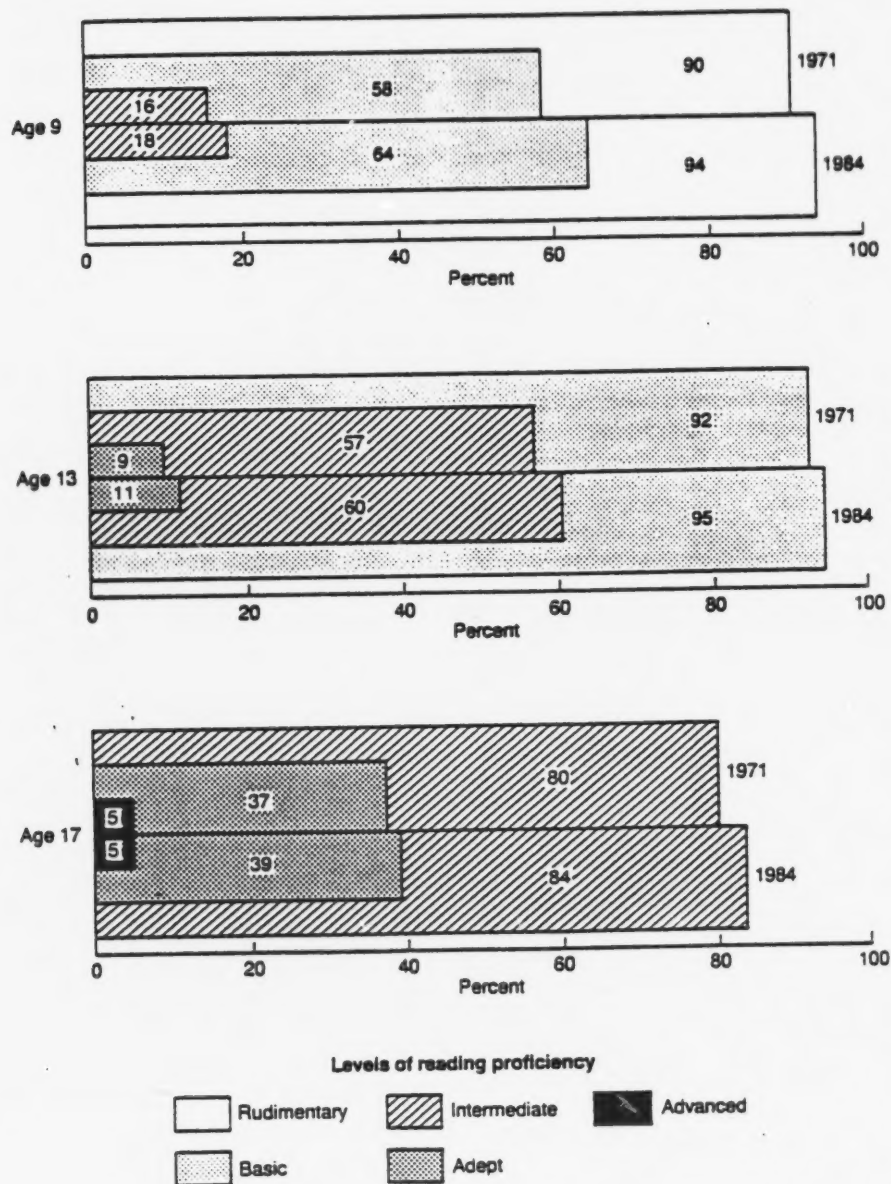
High Expectations

Item Data

Connecticut School Effectiveness Interview

Connecticut State Department of Education

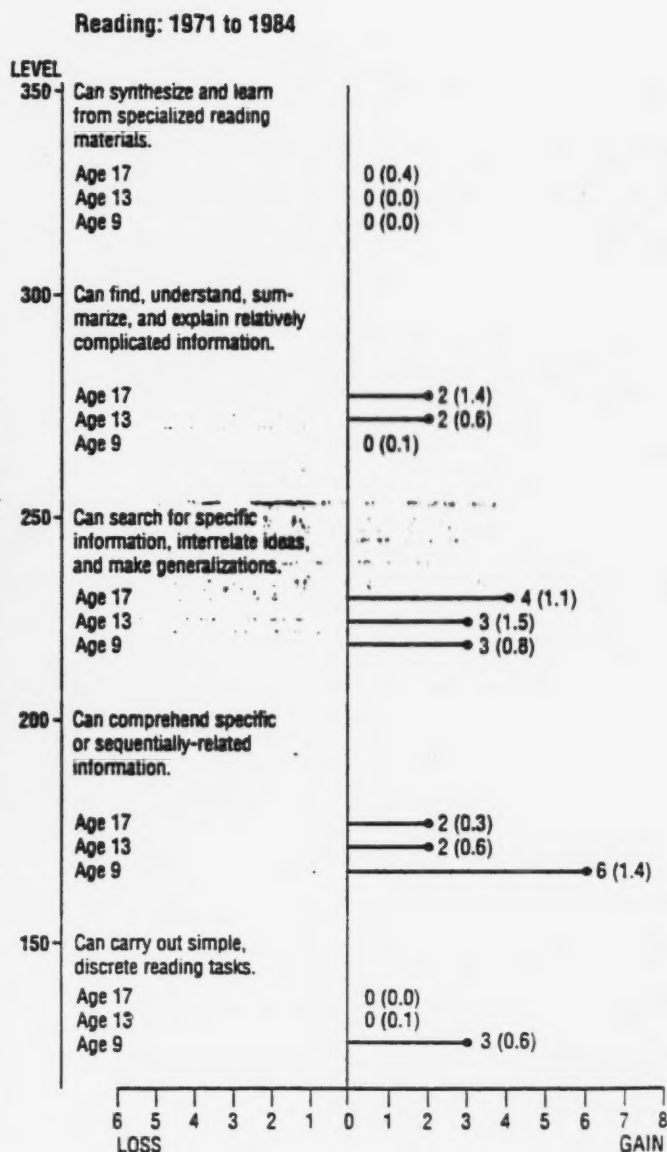
Reading proficiency levels of 9-, 13-, and 17-year-old students: 1983-84



Source: National Assessment of Educational Progress, *The Reading Report Card*, 1985.



Figure 4:
Changes Across
Time in the
Percentage of
Students at or
Above Anchor
Points on the
NAEP Scale:
Ages 9, 13,
and 17*



* Standard errors are presented in parentheses.

It can be said with 95 percent confidence that the percent difference is within ± 2 standard errors.

SAMPLE

The Effective School Battery^{T.M.}

Gary D. Gottfredson, Ph.D.



STANDARD INTERPRETIVE REPORT

School: Enterprise High School - 4321

Date: 05/15/85

Number of teacher surveys scored: 106

Teacher response rate: 95%

Number of student surveys scored: 262

Student response rate: 87%



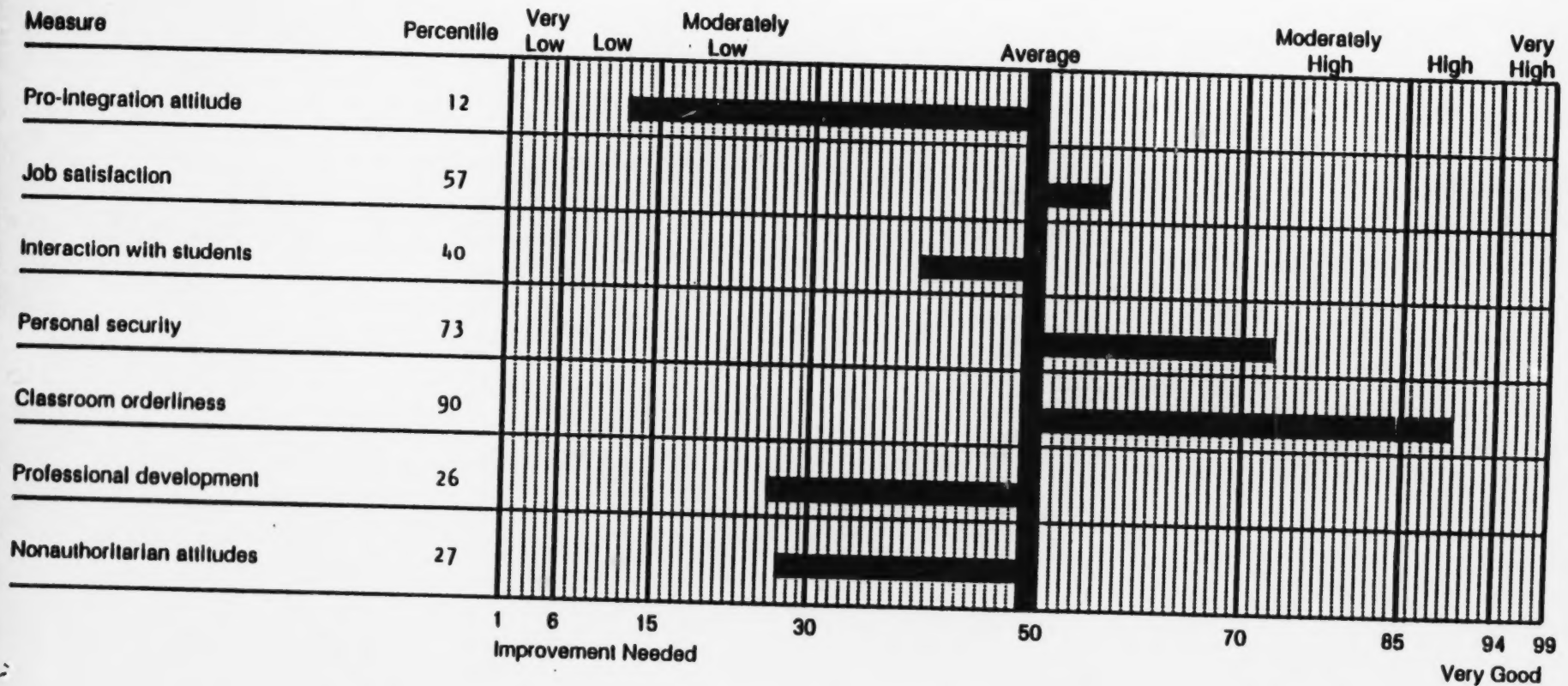
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Psychological Assessment Resources, Inc.
P.O. Box 998, Odessa, FL 33556

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School: Enterprise High School - 4321

Date: 05/15/85

**SCHOOL POPULATION
TEACHER CHARACTERISTICS**



Number of surveys scored: 106

Response rate: 95 %

PSYCHOLOGICAL ASSESSMENT RESOURCES, INC.
P.O. BOX 98, ODESSA, FLORIDA 33558

The Effective School Battery
Copyright 1984 by Gary D. Gottfredson

**A
REPORT
CARD
FOR
MAINE
SCHOOLS**



**COMMUNICATING
ACCOMPLISHMENTS
OF MAINE SCHOOLS**

**SCHOOL YEAR
1987 - 1988**

**REPORT FOR
SCHOOL
ADMINISTRATIVE
UNIT:
AUBURN**

SERVING

AUBURN

**Office of Superintendent of Schools
23 High Street
P.O. Box 800
Auburn, Maine 04210**



State of Maine

OFFICE OF THE GOVERNOR

AUGUSTA, MAINE 04333

Dear Citizen:

I am pleased to announce that my goal to compile a report card for Maine schools has been met.

As the state and your local community work together to improve the quality of education available to our children, it is essential that parents, teachers, and community leaders know how well local schools are serving their students.

This report card will allow you to compare your schools with those in other parts of the state and nation. It provides important information that should assist your community in setting educational policies. In subsequent years, the report card will also allow you and your school district to chart the progress being made in local classrooms.

Our children are our most valuable resource. In order to ensure a bright future for them and our state, we must continue to improve our schools. This report card provides citizens throughout Maine with an important indicator of how well we are meeting our educational responsibilities and of what work remains to be done.

I urge you to discuss the information contained in this report with your teachers, administrators, and school board members and to use it for developing future plans for needed improvements in your school community.

Sincerely,

A handwritten signature in dark ink, appearing to read "John R. McKernan, Jr.".

John R. McKernan, Jr.
Governor

JRM:EMB:hep

FOREWORD

A REPORT CARD FOR MAINE SCHOOLS

The *Report Card for Maine Schools* is designed to be a helpful tool as you work with your school personnel to prepare Maine's children for the 21st century.

The indicators common to all schools in the State have been supplied by the Department of Educational and Cultural Services, while your local school department has developed the individualized portion of the report. I hope you find the information useful in formulating plans for the future education of the children in your community.

I wish to take this opportunity to thank the Task Force on the Report Card for Maine Schools, which represented school teachers, administrators, the Maine School Boards Association, the State Board of Education, and the public, for its efforts in designing this important new communication to the citizens of each school administrative unit.

Eve M. Bither

Eve M. Bither
Commissioner

PURPOSE

The purpose of the *Report Card for Maine Schools* is to provide the citizens of Maine with information regarding the performance of our schools and to communicate with the public about accomplishments, goals, and plans for continuing school improvement. This first annual Report Card describes your school administrative unit in terms of the following categories of information: Student Characteristics, Staff Resources, Academic Performance Indicators, and School Finance.

Information on students, staff, and finances has been compiled for every Maine school administrative unit. This information makes it possible to assess your unit, and to see the changes taking place over time.

Information unique to your school administrative unit may also be included in the report, highlighting any facet of your school program which makes a special contribution to the effectiveness of your unit.

STUDENTS

The following figures provide information about the student population served by your school administrative unit.

Figures 1 and 2 show the total number of students enrolled for each grade from kindergarten through twelve as of April 1, 1987. Special Education enrollment totals are given for both elementary and secondary levels. All students, both resident and nonresident, who attend schools within the school administrative unit are included in these counts.

**FIGURE 1
STUDENT
ENROLLMENT
GRADES K—8**

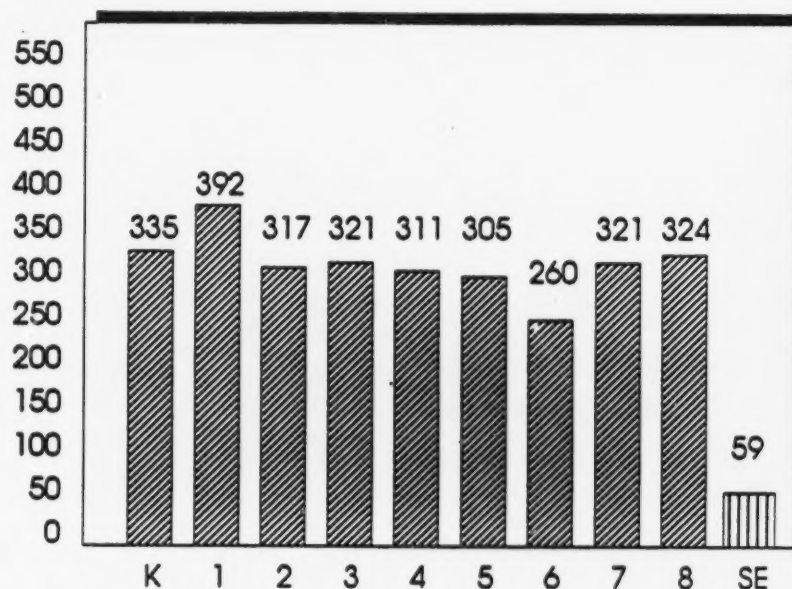
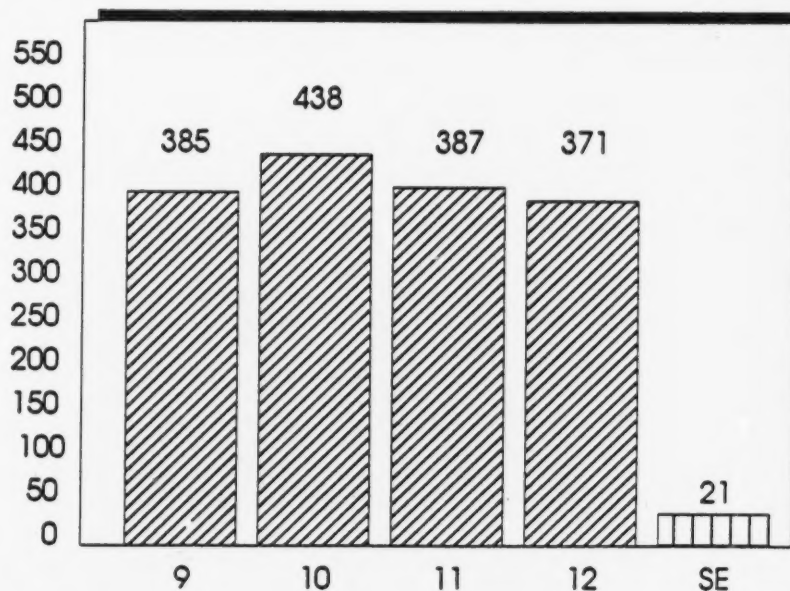


**FIGURE 2
STUDENT
ENROLLMENT
GRADES 9—12**
The following figures



STUDENTS

**FIGURE 3
STUDENT
ENROLLMENT
OVER A THREE
YEAR PERIOD**

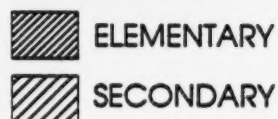


Figure 3 shows elementary and secondary student enrollment totals for the school unit for a three-year period from April 1, 1985 through April 1, 1987. The unit's enrollment growth rates are compared with statewide growth rates in Figure 4.

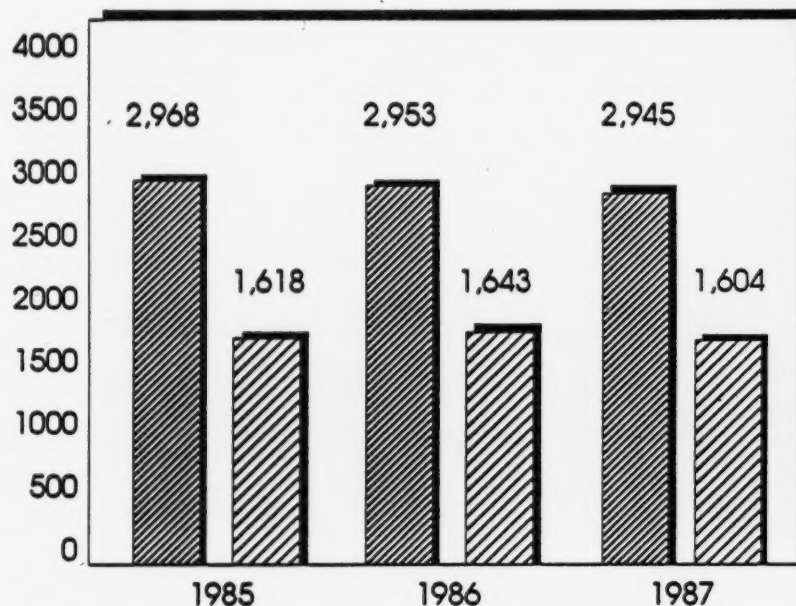


**FIGURE 4
STATE AND
LOCAL
ENROLLMENT
GROWTH RATES**

	ELEMENTARY		SECONDARY	
	UNIT	STATE	UNIT	STATE
1985-1986	-0.5%	-0.8%	+1.5%	+0.6%
1986-1987	-0.2%	+0.7%	-2.4%	-0.6%

STUDENTS

FIGURE 5
SCHOOL
DROPOUTS

Figure 5 shows the number of school dropouts in the unit for grades nine through twelve: students who left school during 1986-87 and were not documented as having transferred to any other school administrative unit.

GRADE	DROPOUTS	% OF TOTAL ENROLLMENT
GRADE 9	15	3.9%
GRADE 10	14	3.2%
GRADE 11	43	11.1%
GRADE 12	20	5.3%

FIGURE 6
NUMBER OF
GRADUATES

There were 351 graduates in 1986-87 in the school administrative unit, including summer graduates.

FIGURE 7
AVERAGE DAILY
ATTENDANCE
RATES

Figure 7 shows the average percentage of elementary and secondary students in the school administrative unit in daily attendance over the past three years. Average daily attendance rates are also computed for the state as a whole.

	ELEMENTARY		SECONDARY	
	UNIT	STATE	UNIT	STATE
1984-1985	99%	95%	92%	92%
1985-1986	95%	96%	91%	92%
1986-1987	99%	95%	92%	92%

STAFF RESOURCES

FIGURE 8
STAFF
RESOURCES
BY LEVEL

The Staff Resources category describes the administrative and instructional staff resources available in your school administrative unit. In addition to the total number of staff available in each category and level, such characteristics as the highest level of preparation and the rate of classroom teacher turnover are presented.

Figure 8 shows the number of teaching, administrative, and specialist personnel in the unit: those assigned to work exclusively at the elementary school level (K-8), those assigned to work exclusively at the secondary level (9-12), those who have responsibilities for both levels, and the overall unit total.

PERSONNEL	K-8	9-12	BOTH	TOTAL
Administrators	7	6	7	20
Teachers	162	106	39	307
Counselors Social Workers	1	6	7	14
Library Services	1	1	1	3
Health Services	0	0	11	11

Figure 9 describes the highest level of educational preparation attained by the instructional staff of the unit. The percent of staff to have attained this level is provided in parentheses.

DEGREE	K-8	9-12	BOTH	TOTAL
< Bachelors	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bachelors	113 (56%)	65 (32%)	24 (12%)	202 (66%)
Masters	49 (48%)	39 (37%)	15 (15%)	103 (34%)
Advanced Studies	0 (0%)	1 (100%)	0 (0%)	1 (0%)
Doctorate	0 (0%)	1 (100%)	0 (0%)	1 (0%)

FIGURE 9
HIGHEST
EDUCATIONAL
ATTAINMENT FOR
TEACHERS

STAFF RESOURCES

**FIGURE 10
HIGHEST
EDUCATIONAL
ATTAINMENT FOR
ADMINISTRATORS**

Figure 10 describes the highest level of educational preparation attained by the administrative staff of the unit. The percent of staff to have attained this level is provided in parentheses.

DEGREE	K-8	9-12	BOTH	TOTAL
< Bachelors	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bachelors	1 (25%)	3 (75%)	0 (0%)	4 (20%)
Masters	2 (22%)	2 (22%)	5 (55%)	9 (15%)
Advanced Studies	3 (50%)	1 (17%)	2 (33%)	6 (10%)
Doctorate	1 (100%)	0 (0%)	0 (0%)	1 (1%)

Figure 11 provides data on staff turnover over a two-year period: staff members who left the school administrative unit during or at the end of each year, and who left permanently, for all reasons including retirement. Not included are those on temporary leaves of absence or sabbaticals. Both the number who left and the percentage of total staff are presented.

**FIGURE 11
STAFF TURNOVER**

PERSONNEL	1985-86	1986-87
ADMINISTRATORS	2 (11%)	3 (2%)
TEACHERS	40 (13%)	41 (13%)
OTHER PROFESSIONAL STAFF	2 (7%)	1 (1%)

PERFORMANCE INDICATORS

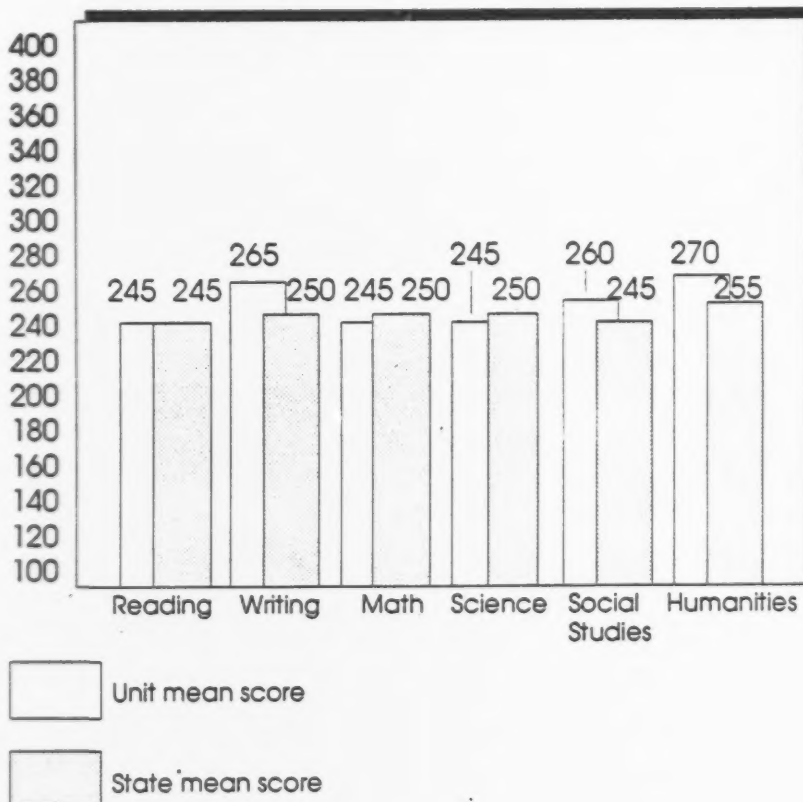
This section of the report describes the performance of students on the Maine Educational Assessment (MEA). The MEA is given to all students in grades 4, 8, and 11, and covers reading, writing, mathematics, science, social studies, and humanities.

Figures 12, 13, and 14 show the 3-year cumulative average for all fourth, eighth, and eleventh grade students in the school unit. Each year a new 3-year average will be computed. This will enable you to monitor trends in student performance.

Scores are based on a scale of 100 to 400. A score of 250 was originally established as the state mean for all subject areas. Since the first year of the MEA, state mean scores have varied slightly from the original mean of 250.

A more detailed report of performance on the MEA is available through your school administrative unit office.

**FIGURE 12
GRADE 4
MEA SCORES:
THREE YEAR
AVERAGE**



PERFORMANCE INDICATORS

**FIGURE 13
GRADE 8
MEA SCORES:
THREE YEAR
AVERAGE**

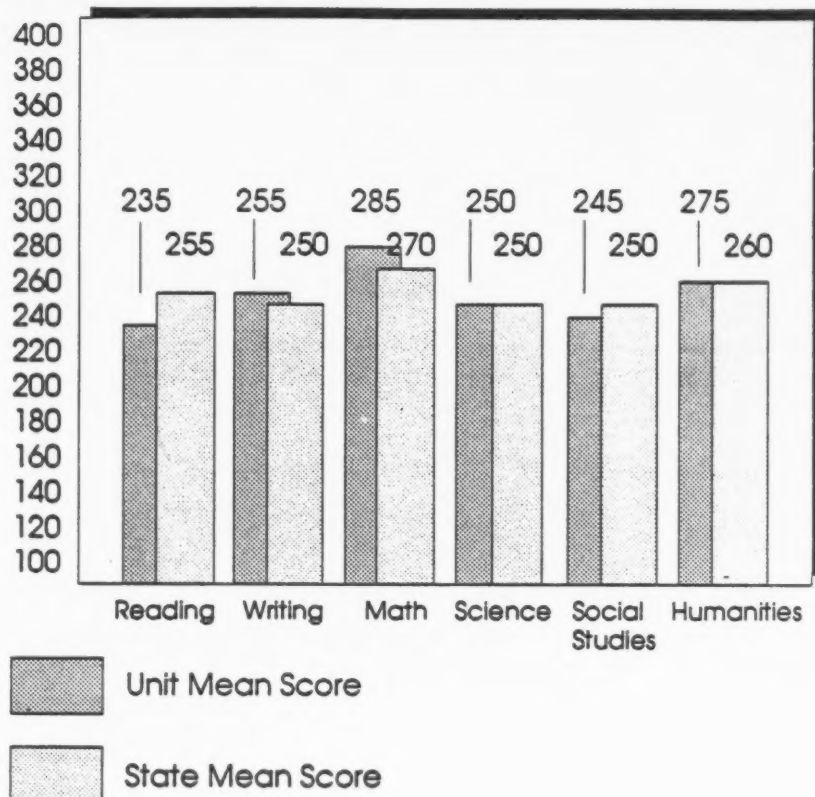
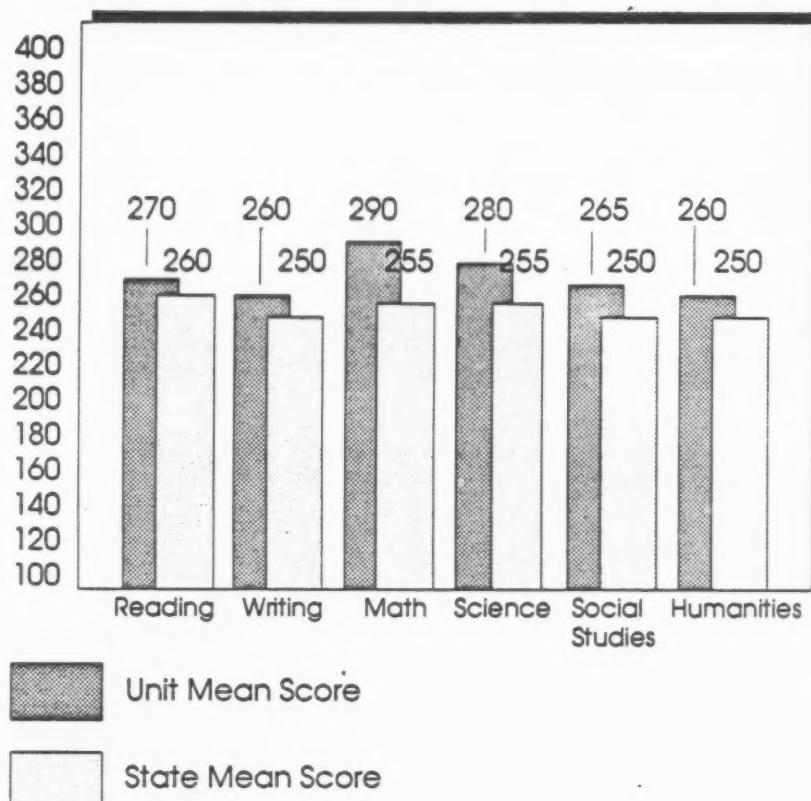


**FIGURE 14
GRADE 11
MEA SCORES:
TWO YEAR
AVERAGE**



FINANCIAL INDICATORS

FIGURE 15
PER PUPIL
EXPENDITURES

Figure 15 displays per pupil expenditures for the school administrative unit for the 1985-86 and 1986-87 school years. These per pupil expenditures are based on all costs except transportation, building construction or major building renovation/expansion. Only resident pupils are included. For students who are tuitioned to another school, the tuition costs are included in the calculation. Comparable statewide costs are also included for three categories of school administrative units.

1985-1986

UNIT	STATE
\$2,246	\$2,437

1986-1987

UNIT	STATE
\$2,530	\$2,717

Figure 16 shows the mills raised to support public schools. The mill rate is the number of tax dollars that must be raised for each \$1000 of taxed property. It should be noted that this is based on the state valuation of property. The mills raised, based on the local valuation, may be different.

1986-1987

UNIT	STATE
10.84	11.24

1987-1988

UNIT	STATE
11.08	11.45

FIGURE 16
MILLS RAISED
FOR EDUCATION

FINANCIAL INDICATORS

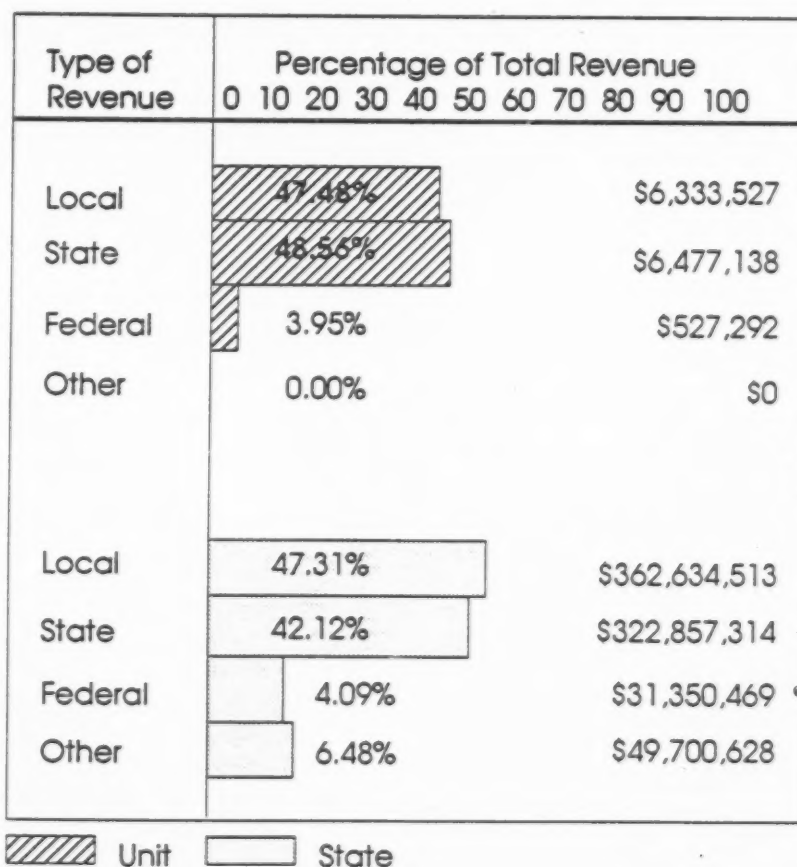
FIGURE 17
PER PUPIL
VALUATION

Figure 17 shows the per pupil valuation of the school administrative unit. This valuation indicates the wealth of the school administrative unit, and also indicates how much money the local school administrative unit must raise as its share of the total expenses of the school system.

1986-1987		1987-1988	
UNIT	STATE	UNIT	STATE
\$112,741	\$139,881	\$123,257	\$153,297

Figure 18 displays the sources of revenue for unit and statewide education in the 1986-87 school year.

FIGURE 18
SOURCES OF
REVENUE



FINANCIAL INDICATORS

Figure 19 details where the school unit revenues were spent in the 1986-87 school year. Figure 20 on the following page provides the same information about state revenues. Both dollar amounts and percentages of total revenue are shown for each category.

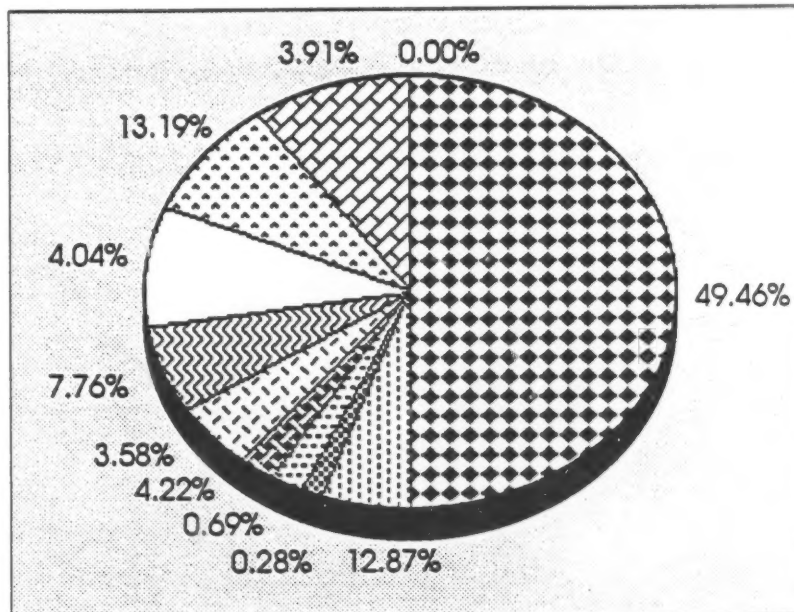


FIGURE 19
UNIT
EXPENDITURES
1986-1987

CATEGORY	AMOUNT	PERCENT
 Regular Education	\$5,711,845	49.46%
 Special Education	\$1,486,599	12.87%
 Vocational Education	\$31,866	0.28%
 Other Instructional	\$79,992	0.69%
 Student and Staff Support (guidance, health, libraries, etc.)	\$487,423	4.22%
 System Administration (superintendent's office, etc.)	\$413,074	3.58%
 School Administration	\$895,911	7.76%
 Transportation (buses)	\$466,757	4.04%
 Building/Facility Maintenance	\$1,522,693	13.19%
 Debt Service	\$451,338	3.91%
 All Other (school lunch)	\$0	0.00%

FINANCIAL INDICATORS

Figure 20 details where state educational revenues were spent in the 1986-87 school year. Figure 19, on the preceding page, provides the same information about unit revenues. Both dollar amounts and percentages of total revenue are shown for each category.

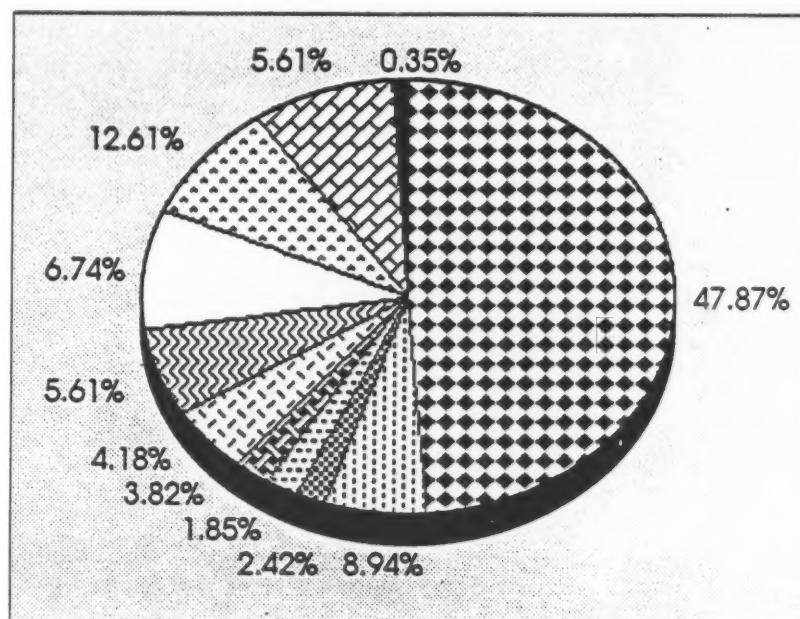


FIGURE 20
STATE
EXPENDITURES
1986-1987

CATEGORY	AMOUNT	PERCENT
 Regular Education	\$308,548,973	47.87%
 Special Education	\$57,597,392	8.94%
 Vocational Education	\$15,596,619	2.42%
 Other Instructional	\$11,905,825	1.85%
 Student and Staff Support (guidance, health, libraries, etc.)	\$24,607,041	3.82%
 System Administration (superintendent's office, etc.)	\$26,943,485	4.18%
 School Administration	\$36,154,653	5.61%
 Transportation (buses)	\$43,455,833	6.74%
 Building/Facility Maintenance	\$81,265,465	12.61%
 Debt Service	\$36,176,204	5.61%
 All Other (school lunch)	\$2,356,897	0.35%

A REPORT FOR AUBURN SCHOOLS



1987-1988

ACCOMPLISHMENT IN IMPROVING OUR SCHOOLS



INTRODUCTION

The purpose of the Report Card for Maine Schools is to provide the citizens of each community with information regarding the performance of our schools and to communicate with the public about the accomplishments, goals, and plans for continuing school improvement. This first annual Report Card describes our school system in the following categories:

Student Characteristics
Staff Resources
Academic Performance Indicators
School Finance

These categories, for which common information is available for all school administrative units, have been prepared to enable you to see the changes that are taking place in our schools and in our state over a period of time. Similar Report Cards are being prepared for every school administrative unit in Maine. Information unique to Auburn is presented through a special section at the end of the report. This provides an opportunity to introduce information that may be contributing to the effectiveness of our school system.

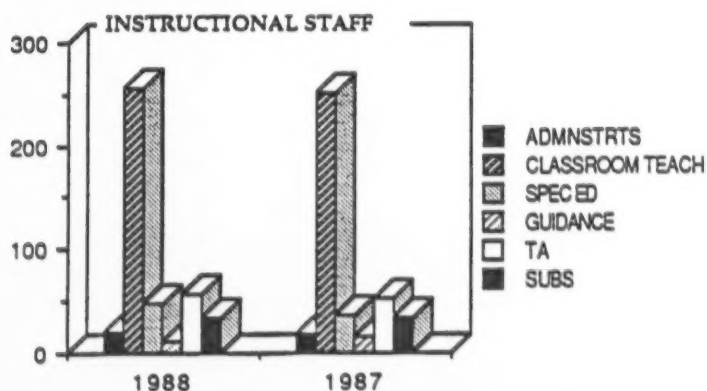
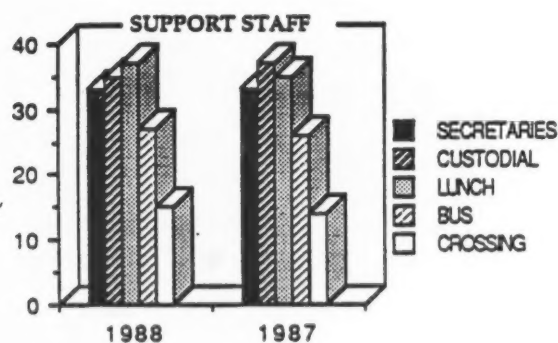


LOCAL INFORMATION

This category of the Report Card is to provide each local school administrative unit an opportunity to present information that may be contributing to the effectiveness of the school system. The information selected may vary considerably for each school system. It is a very important section of the report because it will give the citizens of the community additional information about specific accomplishments or problems to which they need to be aware.

4599 STUDENTS

- 1638 received Special Education services
- 772 received instruction above grade level or in enrichment activities (16%)
- 92 were enrolled in an alternate education program
- 87 attended the Lewiston Regional Vocational Center
- 552 boys and 408 girls participated in the interscholastic athletic program
- 1497 participated in non-athletic student activities
- 907 participated in intra-mural athletic programs
- 2200 eat hot lunch per day
- 2251 were transported on 24 buses traveling 1,529 miles per day
- 206 required suspensions as a disciplinary measure (.04%)



STAFF

Auburn maintains a quality staff to provide as many opportunities as possible to our students.

Staff members accept professional responsibilities to work on committees or to participate in study groups that focus on curriculum improvement for the school system. Workshops, seminars, grade level meetings, and courses are taking place throughout the year.

290 staff members worked about 1530 hours on committees and task forces for program improvement at the system level.

308 staff members participated in 201 hours of system level professional growth activities.



FACILITIES-DO WE NEED A NEW SCHOOL?

The need for appropriate facilities is a major concern at this time. As the Department of Education and Cultural Services conducted its comprehensive school review in March, they observed that Sherwood Heights, Washburn, and Walton schools all have student/teacher ratios very close to the 25 to 1 building average restriction and the 30 to 1 individual classroom restriction.

Programs such as special education, computers, interscholastic sports and alternative education are impacting this community to a greater extent than student enrollment. The opening this year of the non-graded primary school and some innovative programming have helped but the pressure is being felt, especially at the elementary level.

The School Committee is completing a facilities study and developing long range plans that will include a new elementary school and an expanded non-graded school. Four portable classrooms will be added to the elementary schools to ease some of the overcrowding during the planning and building process.

COMMENDATION BY THE DEPARTMENT OF EDUCATION.

During its comprehensive school review in March, the visiting team from DECS identified 6 areas "in which the Auburn School Department has gone beyond the standards of basic school approval and which warrant special acknowledgement".

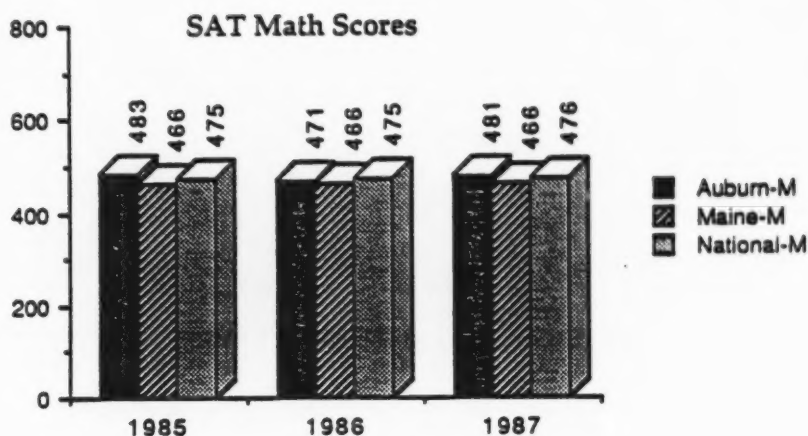
1. The obvious emphasis placed on students and student learning.
2. The organizational changes which were made to support identified priorities in system-wide and building goals.
3. The professional caliber of the teachers, team leaders and administrators in the school system.
4. A highly-developed and well-designed professional development program.
5. The systematic process of curriculum development, review and implementation.
6. The excellent communications within the school system.

Each of the 13 schools in Auburn received "Full Approval" by the DECS.
This is an exceptional accomplishment!



SAT SCORES

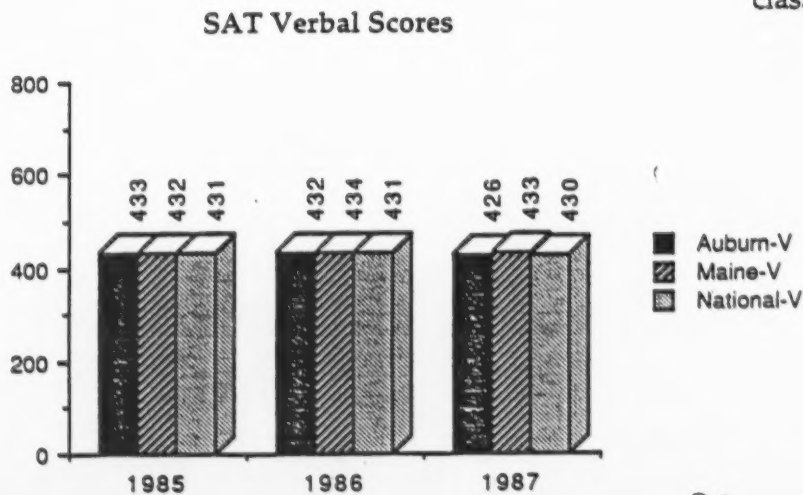
The average SAT math and verbal scores of Auburn's seniors have been consistent with the average scores of other seniors throughout Maine and the nation. At the same time, Auburn has seen a remarkable increase in the percentage of seniors who are taking this test.



In 1985 37% of the senior class took the SAT.

In 1986 45% of the senior class took the SAT.

In 1987 50% of the senior class took the SAT.





STUDENT ASPIRATIONS

Raising the aspirations of Maine youth is a priority of Gov. McKernan. The Maine Educational Assessment provides some insight to factors that may influence the goals and aspirations of our 11th grade students. In relation to the state responses, Auburn has a higher percentage of students who are working and a lower percentage of students who are planning post secondary education.

<u>Question</u>	<u>%Aub</u>	<u>%ME</u>
Parent Education		
Not a High School Graduate	13	9
High School Graduate	42	39
Some College	17	17
I Don't Know	10	11
Use Computer Software to Complete Assignments?		
Never	70	63
Sometimes	25	28
Often	4	8
School does not permit use	1	0
How Many Hours Do You Work at Part-Time Job?		
I Do Not Have A Job	35	42
Less Than 8 Hours	5	8
8-16 Hours	25	21
17-20 Hours	16	15
21 Hours or More	19	13
What Do You Plan To Do After High School?		
Get a Full-Time Job	14	12
Enter a Trade or Vocational School	19	15
Go to College	49	56
Join a Branch of the Armed Forces	12	9
Other	6	7
Who Has Most Influence On Your Career Choice?		
Employer	4	4
Teachers	10	9
Guidance Counselors	7	4
Parents	39	35
Other	40	49